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ABSTRACT

This document is the final report of the 3-year Rural Transition Teacher Preparation Project in Utah which made it possible for the Special Education Department of the University of Utah to offer rural special educators field-based coursework in the area of secondary transition services for mildly and moderately handicapped students. Project objectives included model development, training of clinical instructors, technical support of clinical instructors, field testing in two rural regions, replication in two additional rural regions, and perpetuation through dissemination of permanent products. The Project used a model of providing specialized training to selected rural special educators and utilized them as field-based clinical instructors to deliver a sequence of four courses aimed at junior and senior high special education teachers. Topics covered in the courses included curriculum design, instructional methodology, program management, transition planning, community-based instruction, coordination with vocational education, and use of adult service agencies. The bulk of the document consists of appendixes including the course syllabi, the Salt Lake City School District's Master Plan for Transition Services, and a reference to an instructional videotape prepared as part of the Project's perpetuation component. 21 references. (DB)

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RURAL TRANSITION TEACHER PREPARATION PROJECT

FINAL REPORT

Grant #G008630056-88

1986 - 1989

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RURAL TRANSITION TEACHER PREPARATION PROJECT
DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF UTAH

ABSTRACT

The Rural Transition Teacher Preparation Project (RTTPP) made it possible for the Special Education Department to offer rural special educators field-based coursework in the area of secondary transition services for mild/moderate handicapped students. The project uses a model of providing specialized training to selected rural special educators and utilizing them as field-based clinical instructors to deliver a sequence of four courses aimed at junior and senior high special education teachers. These courses gave teachers a foundation for implementing effective programming to address the successful movement of their students from school to employment and adult life. Topics covered include curriculum design, instructional methodology, program management, transition planning, community-based instruction, coordination with vocational education, and use of adult service agencies.

Objectives for the project involved model development, training of clinical instructors, technical support of clinical instructors, field test in two rural regions, replication in two additional rural regions, and perpetuation through dissemination of permanent products.

RURAL TRANSITION TEACHER PREPARATION PROJECT
DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF UTAH

A. Project Objectives and Accomplishments

What follows are descriptions, by objective, of the activities completed.

Objective I: Model Development To develop and implement a preservice training model that integrates the existing secondary transition teacher preparation program into the process of training teachers in rural areas.

Activity I.1 Train rural personnel to become Clinical Instructors of the University of Utah Department of Special Education

During the three years of the project, six rural-based special education personnel received training to become Clinical Instructors for the RTTP Project. Training consisted of twelve quarter hours of coursework taken in a block during summer quarters, 1986 and 1987.

Activity I.2 Use of rural training sites to recruit and train secondary resource room teachers.

Five rural regions were indentified as training sites. A total of 22 teachers from these rural regions were recruited to receive transition training. Because of interest from some regular education teachers, training was not confined to special education resource teachers.

Activity I.3 Adaptation and modification of the secondary transition teacher preparation curriculum.

The curriculum content of the project was included in the following classes:

Design of Secondary Programs for Student with
Mild/Moderate Handicaps

Design of Community Service Programs for Adults with
Mild/Moderate Handicaps

The Strategies Intervention Model: Methods for Increasing
Independent Student Learning in the Mainstream

Copies of the course syllabi are included in this report at Appendix A.

Due to the distances involved in delivering instruction to teachers in rural areas, course syllabi and objectives were modified to allow for greater individualization. Class meetings were infrequent and scheduling flexible;

courses emphasized on-site application of key principles rather than in-class lectures. Enrollees were responsible for meeting a variety of practical instructional competencies.

Objective II: Teacher Training To provide trainees in rural areas with the skills necessary to implement integrated and community-based educational programs for transition-age students with mild or moderate handicaps.

Activity II.1 During year 1, four clinical instructors representing two rural regions of the state received training in the provision of transition services. During year 2, two additional clinical instructors were trained. All six CI's became actively involved in a variety of activities to apply what they have learned to update and strengthen their programs.

In the NUES region, CI's implemented a transition program involving 11 mildly/moderately handicapped students. These students received instruction in career development and work adjustment skills 1 or 2 hours per day in a resource setting followed by afternoon placement in on-the-job training in one of a variety of local businesses. Over 20 businesses participated in the program, ranging from retail stores to hotels to management offices.

CI's in the CUES region had similar success, but to a lesser degree, in acquiring the support of the community in the initiation of transition training. Site 1 established 12 "placement centers" or businesses that provided on-the-job training. The CI utilized Division of Rehabilitation Services for evaluation and placement of 7 of her 22 students. Other program elements implemented at this site included modification of language arts curriculum to support the teaching of generalizable language skills, acquisition of specialized transition curriculum materials, information dissemination to parents of handicapped secondary students, utilization of Guidance Information System for accessing career information, and inclusion of handicapped students in transition-oriented regular and vocational education classes.

The CI at Site 2 served 13 students in a self-contained setting, five of whom were placed in community work sites. She also was able to support the transition component of her program through the purchase of curriculum materials.

Activity II.2 Teach teacher education candidates at NUES & CUES sites.

First-year enrollment in transition coursework was limited to 5 teacher education candidates, all from the NUES region. Three more students were added during the second year, two from NUES and one from the Southeast region. A total of 22 students were enrolled during year 3. No students from either the CUES or Southwest regions were successfully recruited to enter the program.

One difficulty in attracting secondary teachers for enrollment was the existence of a variety of personnel development activities that competed for teacher time. Some teachers who expressed an interest in RTP coursework were

unable to enroll due to involvement in other field-based programs. These typically involved coursework necessary for certification. Other teachers were very interested in information about transition of mildly handicapped students but were unwilling to commit to the rigors of a university class to get the information. Their preference was for inservice training, something that could not be provided in the context of this preservice project.

Activity II.3 Provide technical assistance to CI's

During the three years of the project, CI's continued to receive on-site training and support from the project director. This included 1) monitoring relevant classroom activities, 2) providing materials and information 3) participating in their classrooms to model instructional techniques, 4) collecting data to support their programs, and 5) facilitating the development of working agreements with community agencies and local businesses. These activities led to the application of transition principles by clinical instructors and the establishment of programs within their own rural sites to support their subsequent training of other teachers in the region.

Objective III: Field Test To develop, implement and field test the Rural Transition Teacher Preparation Project in two rural areas of Utah.

The teacher training procedures of the Rural Transition Teacher Preparation Project were implemented initially in two rural regions of Utah, one served by the Northeastern Utah Educational Services (NUES) Center and the other served by the Central Utah Educational Services (CUES) Center. Administrators from each area were informed of the project and asked to assist in the nomination of personnel to be trained as Clinical Instructors. All CI's chosen were special education teachers. As such, they could implement RTTP training but had difficulty assisting in the training of other teachers due to the inflexibility of their schedules. Following training, each CI began using RTTP principles and suggestions to develop their own secondary transition programs. All reported increased involvement with local community businesses and adult service agencies, particularly Vocational Rehabilitation. All placed students in community-referenced training sites within the first year following training.

The RTTP Project Director was able to recruit twenty-two teachers for training during the project. All were from the NUES area. No teachers from CUES were enrolled in any coursework during the three years of the project.

Activity III.1 Teach coursework at rural sites in NUES and CUES.

Courses were offered that covered basic principles and models for transition programming in secondary special education programs for mild/moderate handicapped students in rural areas. Course titles matched those offered in the Transition Master's degree program offered on-campus at the University of Utah's Department of Special Education. At the request of teachers taking the sequence of courses, a class on the Strategies Intervention Model was offered as a substitute. The class covered the use of Learning Strategies to teach students generalizable academic and coping skills. By increasing the scope of

the transition curriculum and cross-listing this class with the Educational Studies, a number of regular classroom teacher were able to participate.

Activity III.2 Direct practicums in adult service system sites of NUES and CUES.

As part of their coursework, all participants were required to spend time with their local rehabilitation counselors and representatives of JTPA and Job Service programs. The goal was to have teachers develop working relationships with regional community service offices, thus facilitating the placement of students in job training sites and to cooperatively develop plans for student transition.

Activity III.3 Evaluate teacher education trainee progress.

All evaluations were conducted as part of coursework. Each class schedule was built around performance of discrete objectives, most of which were classroom or program based. As indicated on the class schedules, data sources for the objectives were usually written projects or oral reports.

Activity III.8 Evaluate coursework and model effectiveness.

A survey of teachers involved in the Rural Transition Project indicated overall satisfaction with coursework. Several indicated that the "hands-on" nature of the training was particularly valuable. Others indicated that their cooperation with other service adult providers and members of the community had improved. Teachers involved in the Strategies Intervention Model class reported a greater unification of special education and regular education teachers. Two teachers mentioned their plans to seek special education certification as a result of their training. All participants expressed the need for even greater communication and an increase in the volume of support services in order that the responsibility for transition become truly shared.

Objective IV: Replication

During the project's third year, replication activities were continued in two rural regions of the state. Despite recruitment efforts in these areas, clinical instructors were able to interest two teachers in coursework. Project funds that would have been used were instead used in the NUES (northeast) region of the state where response was much better. Again, teachers who were told about the project but did not enroll in coursework gave competing priorities as their reason. Since the transition classes were not necessary for teacher certification, teachers saw them as a possible attractive option but not as necessary for direct pursuit of professional goals. Teachers who did sign up for the classes did so because it was the only way for them to receive what they perceived to be valuable information and training. Participating districts provided support in the form of tuition payments for many of these teachers.

Objective V: Perpetuation

A concern voiced during the three years of the project was the extent to which similar training in transition programming would be available once the federal funds were depleted. The project director of RTTPP responded with three perpetuation efforts:

1. The collection of documents, articles, chapters, research reports, models, and curriculum materials used in the project's courses were made available to local administrators and consultants.
2. The project director participated in The Master Plan Committee for Transition Services for the Salt Lake City School District. The goal of this committee was to develop policy recommendations, an implementation plan, and evaluation plan related to transition programming for handicapped and at-risk students. As major author of this master plan, the project director used it as a vehicle for perpetuating many of the ideas and much of the information included in RTTPP coursework. A copy of the master plan is included in this report as Appendix B.
3. An additional perpetuation effort was to use project funds to support the development of video-based training modules that will be made available state-wide. The videotapes and hard-copy support materials focus on the most popular segment of the training and the most difficult to replicate due to the departure of the project director. This is training in the use of learning strategies as a basis for teaching secondary students generalizable basic skills that can help them both to cope with content demands of secondary classes and to compete in the modern-day world of work.

Project funds contributed to the production of two videotapes: a "tele-course" entitled, Strategies Instruction: Methods for Increasing Independent Student Learning in the Mainstream and a video-supported curriculum to improve low-achieving students' written expression, Write P.L.E.A.S.E.

A seminar entitled "STRATEGIES INSTRUCTION MODEL: METHODS FOR INCREASING INDEPENDENT STUDENT LEARNING IN THE MAINSTREAM" was developed for use in continuing teacher training. The seminar included an examination of the background, philosophy, and goals of strategic instruction and its relationship to transition. The seminar provided instruction to facilitate the use of the Strategic Intervention Model (SIM) developed by researchers at the Institute for Research on Learning Disabilities at the University of Kansas. Participants also assimilated skills in using strategic interventions developed as part of the grant project known as Strategies for Efficient Learning and Functioning (SELF). Participants were provided with techniques to gather information regarding teacher and employer expectations, setting instructional priorities, and teaching strategic interventions that will facilitate students' movement into the world of work and/or post-secondary training. A major emphasis of the seminar was utilizing the strategic interventions as a means of developing purposeful educational partnerships between regular and special education teachers to collaboratively develop

beneficial programs for students with learning difficulties. Backgrounds of participants included general education and special education.

The specific objectives of the seminar were:

1. Participants will explain the background, philosophy, and goals of strategic interventions.
2. Participants will recall specific instructional procedures used in strategic interventions and explain the relationship of these procedures to other aspects of effective instruction.
3. Participants will recall the definitions, instructional methods, and curriculum materials that make up the Strategies Intervention Model and Strategies for Efficient Learning and Functioning model.
4. Participants will be able to use the Instructional Priority System to determine the need for specific strategies.
5. Participants will be prepared to collaborate with other educators to identify teacher and environmental expectations and to plan, develop, and implement appropriate strategic interventions.
6. Participants will be prepared to use the Educational Planning Strategy to prepare students to take an active role in determining their academic goals.
7. Participants will be prepared to use the Paraphrasing Strategy to teach students how to recall main ideas and specific facts when reading.
8. Participants will be prepared to use the CINCH Strategy to improve their students' listing and notetaking ability.
9. Participants will be prepared to use the FIRST Letter Mnemonic Strategy to improve their students' ability to recall information.
10. Participants will be prepared to use the Write, P.L.E.A.S.E. Strategy to improve their students' ability to write a coherent paragraph.
11. Given ten features of a learning strategy, participants will collaboratively develop and present a learning strategy.

Participants evaluation of the seminar were positive and favorable. On a scale of 1 (poor) to 7 (excellent), the seminar received a mean rating score of 6.23.

The seminar successfully met its overall objective to provide educators, both special and general, specific strategies to be used collaboratively in meeting the academic and transitional needs of students with learning difficulties. The video taped seminar will also be disseminated to interested school districts for inservice use.

The Write, P.L.E.A.S.E video was also developed in order to provide teachers with an instructional support in an area rated as important by many employers.

These two tapes will allow ongoing training in key aspects of the courses taught as part of the rural transition project. They utilize technology familiar to teacher educators at the University of Utah who rely heavily on videotaped presentations for delivering courses to rural parts of the state.

The Write, P.L.E.A.S.E. videotape has been included in this report as Appendix C.

APPENDIX A
RURAL TRANSITION TEACHER PREPARATION PROJECT
COURSE SYLLABI

DESIGN OF SECONDARY TRANSITION PROGRAMS FOR STUDENTS
WITH MILD/MODERATE HANDICAPS

Special Education 500/571
Rural Transition Teacher Preparation Project
Special Education Department, University of Utah
Don Link, Project Director

Area of Transition Concentration: Curriculum and Instruction

COURSE GOAL:

Ensure the delivery of appropriate instruction in "transition" skills;
facilitate relevant experiential training in these areas.

OBJECTIVES:

1. By _____, you will describe a general model for providing transition services and use it as a rationale for the Transition Instructional Procedure.

Product: Paper or graded discussion

2. By _____, you will identify at least four local businesses that could be used as information and training sites for students in your program.

Product: List

3. Given the local businesses and the Job Skills Checklist form, you will gather complete checklist information by _____.

Product: Completed checklists

4. Given the Success Profile form, you will gather complete career information from at least four students by _____.

Product: Completed Success Profiles

5. Given the results of the Jobs Skills Checklists and Success Profiles, you will synthesize the information and establish instructional priorities for the same students by _____.

Product: List of priorities

6. Given your instructional priorities, you will describe a process that was developed or identified and used to document student strengths and weaknesses in priority skills by _____.

Product: Example of pre-test

7. Given a list of documented student strengths and weaknesses, you will locate, name, and describe published curricula that could be used as a basis for instruction in priority areas by _____.

Product: List of materials

8. Given the prioritized list of skills and evidence of student strength and weaknesses, you will describe the process used to make the choice of which transition objectives to add to the IEP by _____.

Product: Paper (could be included with Objective 1) or discussion

9. Given skill choices and curriculum materials, you will teach a skill to _____ students using an agreed upon instructional procedure by _____.

Product: Lesson Plan and other artifacts

10. Following use of instructional procedures, you will show documentation of student progress directly related to instructional objectives by _____.

Product: Post-test results

11. Following completion of course objectives, you will list suggestions and/or modifications that you think could improve the process.

Product: Paper

DESIGN OF COMMUNITY-REFERENCED SERVICES FOR
STUDENTS WITH MILD/MODERATE HANDICAPS

Special Education 571-R
Spring Quarter, 1988
Rural Transition Teacher Preparation Project
Special Education Department, University of Utah
Don Link, Project Director

COURSE GOAL: Ensure the delivery of appropriate transition services to students with mild/moderate handicaps through coordination among school personnel, community agencies, family members, and students.

Objectives:

1. By _____, you will describe the role human service agencies can play in the transition process.

Source materials: Sarkees, M.D. & Scott, J.L. (1985) Interagency collaboration and cooperative planning. In Vocational Special Needs, American Technical Publishers, Inc. pp. 185-220.

Product: Choice of paper or discussion.

2. By _____, you will conduct a descriptive interview of one local human service agency and share information with others in the class.

Source material: Descriptive Interview guide

Product: Copy of notes from interview

3. By _____, you will develop a local level agreement to be used with one local human service agency and share with others in class.

Source materials: Model Local Level Agreement guide
Sarkees & Scott chapter from Objective 1

Product: Local level agreement (could be an IEP)

4. By _____, you will explain the role parents can play in the transition process.

Source materials: Vasa, S.F. & Steckelberg, A.L. (1987). The role of parents in the education of vocational special needs youth, in Meers, G.D., Handbook of Vocational Special Needs Education. Aspen. pp. 345-354.

Product: Choice of paper or discussion (could be combined with Obj. 1)

4. By _____, you will design and conduct self-advocacy training for at least one student.

Source materials: Don Link

Product: 1) Analysis for Accessing Community Programs and Services
2) Report, with artifacts, of training

X 5. By _____, you will complete an independent transition project.

Product: Individually arranged project based on suggestions from Design of Transition Programs course.

THE STRATEGIES INTERVENTION MODEL:
METHODS FOR INCREASING INDEPENDENT STUDENT LEARNING
IN THE MAINSTREAM

Instructor: Don Link, Director, Rural Transition Project
Department of Special Education, 133 MBH
University of Utah 581-8035

The Strategies Intervention Model (SIM) is a nationally validated instructional method for assisting mildly handicapped and low-achieving students in meeting the academic demands of secondary classrooms. This approach is based on the belief that student failure in content classes often is related to a mismatch between what teachers expect students to do and what they are capable of doing. And, that students who are poor learners can be taught to function independently in secondary settings if they are given explicit instruction in learning strategies, that is, techniques that improve their chances of benefitting from critical learning situations. A set of instructional procedures and curriculum materials have been developed and field-tested for the acquisition and generalization of learning strategies. These materials are designed to be used by any teacher who is having difficulty getting students to acquire, store, or express information. They address specific academic demands and teacher expectancies encountered by ALL students.

The course will cover the background, philosophy, goals, and components of the Strategies Intervention Model. In addition, each participant will be expected to gather information regarding expectations of the learner, set instructional priorities, and teach a complete learning strategy. Instruction will be individualized as much possible. Class meetings will be infrequent and scheduling flexible; courses will emphasize on-site application of key principles rather than in-class lectures. Enrollees will be responsible for meeting a variety of practical instructional competencies.

COURSE OBJECTIVES:

1. Participants will be familiar with the background, philosophy, goals, and components of the Strategies Intervention Model.
2. Participants will be aware of a procedure for implementing SIM and factors affecting successful implementation.
3. Participants will be aware of specific instructional procedures and theories of learning on which the SIM model is based.
4. Participants will use the Critical Skills Checklist to determine classroom expectations.
5. Participants will screen students for deficiencies in meeting classroom expectations.
6. Participants will implement training in a learning strategy for targeted students.

THE STRATEGIES INTERVENTION MODEL:
METHODS FOR INCREASING INDEPENDENT STUDENT LEARNING
IN THE MAINSTREAM

Instructor: Don Link, Director, Rural Transition Project
Department of Special Education, 133 MEH
University of Utah 581-8035

Course Objectives:

1. By _____, you will explain the background, philosophy, goals, and components of learning strategies instruction and specific learning strategies programs such as the Strategies Intervention Model and Strategies for Efficient Learning.

Source materials: handouts, presentation

Product: Choice of paper or discussion

2. By _____, you will recall the critical instructional procedure used to teach learning strategies and explain the relationship of these procedures to other aspects of effective instruction.

Source materials: handout, presentation

Product: Think/say procedure

3. By _____, you will use the Critical Skills Checklist to determine classroom expectations of 5 teachers, including yourself.

Source materials: Critical Skills Checklist

Product: Completed Checklists

4. By _____, you will obtain a general indication of the ability of 5 students to meet expectations of teachers and establish instructional priorities.

Source materials: Learning Efficiency Scales, Instructional Priority System

Product: Completed student profiles

5. By _____, you will implement training in a learning strategy for targeted students.

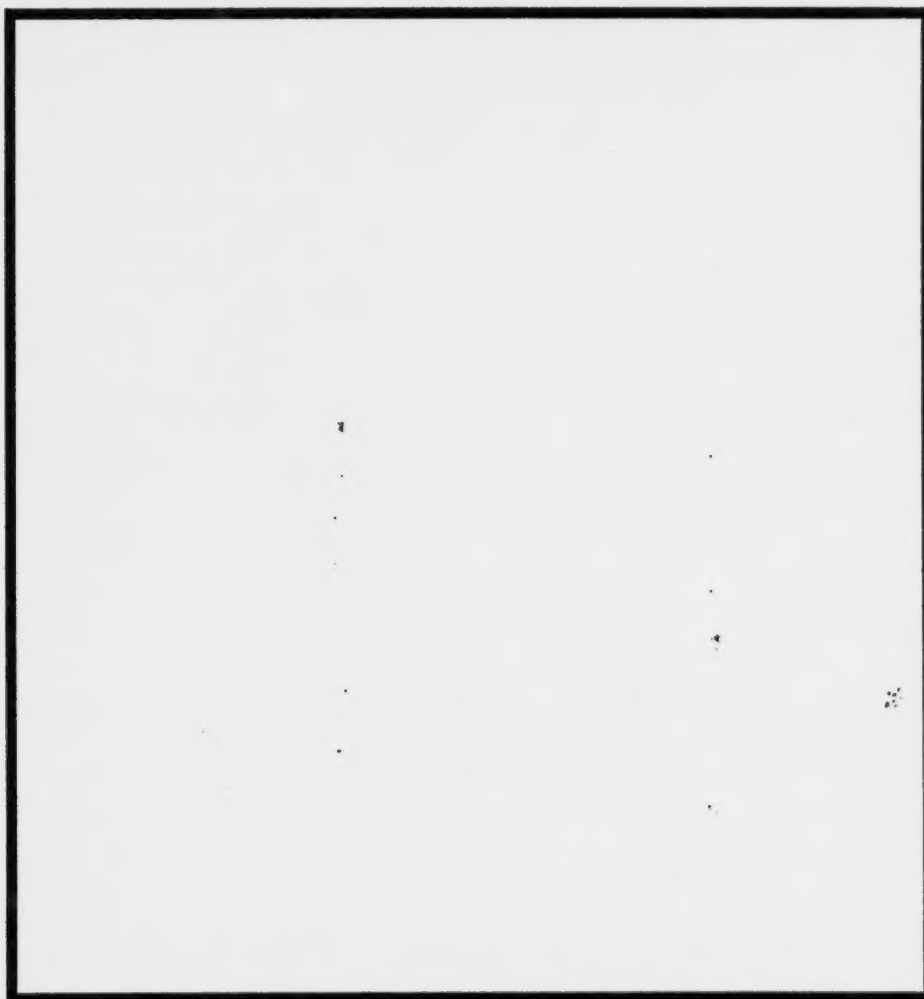
Source materials: Training workshop
Learning Strategies Curriculum

Product: Pre and Post tests of student performance; artifacts of instruction.

APPENDIX B

SALT LAKE CITY SCHOOL DISTRICT
MASTER PLAN FOR TRANSITION SERVICES

MASTER PLAN FOR TRANSITIONAL SERVICES



Board of Education of Salt Lake City

August 1989

**Master Plan Committee
for
Transitional Services
Board of Education of Salt Lake City**

FINAL REPORT

August 1989

Acknowledgements

Master Plan Committee for Transitional Services

Against a rising chorus of concern about the many problems facing today's youth, the Board of Education of Salt Lake City and Salt Lake City School District staff have reflected concern, commitment and a progressive stance in taking steps toward the development and implementation of appropriate transition programs. The Board of Education formulated a "Blue Ribbon" committee to carefully study and design a planning document to provide direction to the Salt Lake City School District in the identification of critical programs, services and procedures to insure that transitional needs of students, who are handicapped and/or disadvantaged, are being fulfilled.

Special recognition and gratitude is extended to the members of the "Blue Ribbon" committee for their extensive endeavors and commitment to achieving the established goal. "Blue Ribbon" committee members included (position and affiliation are those at the time of selection October, 1986.):

Max Lowe
Chairperson
"Blue Ribbon" committee
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Columbus Community Center

Nancy Nelson
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"Blue Ribbon" Committee
Special Vocational Services

As the "Blue Ribbon" committee initiated development of the "Implementation and Evaluation" phase of the plan, additional expertise was called upon and each member involved is worthy of recognition for the efforts exerted in this phase of the plan. They included (position and affiliation are those at the time of selection October 1986.):

James Andersen
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Pat Sanchez
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to the Handicapped

Special tribute and recognition is due **Don Link**, Clinical Instructor, Department of Special Education, University of Utah, for his extensive endeavors in serving as Chairperson of the subcommittee designing the implementation and evaluation components of the plan. Additionally, Don Link deserves special acknowledgement for the extensive compiling and writing of the finalized draft of the Master Plan for Transitional Services.

Partial funding support for the development of the "Master Plan for Transitional Services" was provided through a grant allocated by the Special Education Section of the Utah State Office of Education for which the Salt Lake City School District is appreciative.

The students of Salt Lake City School District, staff and the Board of Education of Salt Lake City are sincerely grateful for the contributions made by the members of the entire Master Plan Committee for Transitional Services. Their leadership, commitment and direction will insure that quality educational experiences exist for students who are handicapped and/or disadvantaged.

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Executive Summary

Statement of Purpose

In this nation there has been a growing concern about providing transitional services for individuals with special needs. Madeline Will, the Assistant Secretary for the Office of Special Education and Rehabilitation in *"Bridges from School to Working Life: OSER's Programming for the Transition of Youth with Disabilities,"* defines transition as an "outcome-oriented process encompassing a broad array of services and experiences that lead to employment. The transition process includes high school, post-secondary training, adult services and the initial phases of employment."

Justification for this concern has been reinforced by economic, legislative, and educational data. The ability to maintain employment and advance in the labor market requires a combination of basic education, pre-employment, work maturity and job-specific skills. Multiple deficiencies which cut across these skill areas are prevalent among at-risk youth. A combination of programs and services are needed to remediate deficiencies and achieve stable employment outcomes for handicapped and disadvantaged students. They often face unemployment and under-employment. Many remain dependent

on society, which results in an economic drain as well as a great loss of undeveloped individual potential.

The creation of a "blue ribbon" committee reflects the concern, commitment, and progressive stance the Board of Education of Salt Lake City and District staff have taken towards the development and implementation of appropriate transition programs. The goal for the Master Plan Committee for Transitional Services has been to develop a planning document that will provide direction to the district in the identification of critical programs, services and procedures to ensure that transitional needs of students who are handicapped and/or disadvantaged are being fulfilled. To achieve these highly favorable outcomes, the committee will also identify specific implementation strategies and will outline an evaluation procedure to measure program design, effectiveness and impact.

The Salt Lake City Board of Education is grateful for the contributions made by the members of the entire committee. Their leadership, commitment and direction will ensure that quality educational experiences exist for handicapped and disadvantaged students.

Preface

The Board of Education of Salt Lake City approved the formation and goal of a Master Plan Committee for Transitional Services on August 19, 1986. The first meeting of the overall committee occurred on October 14, 1986 at which time Superintendent Bennion commissioned 24 members to develop a planning document that will provide direction to the district in the identification of critical programs, services and procedures to ensure that the needs of students who are handicapped and/or disadvantaged are being fulfilled.

Subsequent to the initial meeting, committee members were divided into four working subcommittees. These groups worked diligently for five months with each subcommittee analyzing a specific topic and issuing recommendations based upon their review. Upon completion of the subcommittee reports, the subcommittees were restructured to

include the Chairperson and one additional member from each subcommittee, plus the overall committee chairperson. Five meetings of the Committee of Nine were held between February 26, 1987 and April 27, 1987. An interim report summarized the findings and recommendations of this committee.

Using the interim report as a guide, a Subcommittee for Implementation and Evaluation worked to develop a third report describing an implementation plan and evaluation model. A draft of this report was accepted by the subcommittee on September 15, 1988. Finally, all three reports were incorporated into this final report titled "Master Plan for Transitional Services".

It is sincerely hoped that the efforts of the many concerned individuals on the Committee will mean that exemplary programs and practices will flourish.

Introduction

The transition from school to work is a critical process for all students. As they move toward adulthood, most youth will have developed the necessary competencies and a network of contacts to help them make a successful transition to employment or continuing education. A substantial minority, however, will not. Many handicapped and disadvantaged students manage to "get through" school without developing the reading, writing, or computational skills, or the basic work habits needed to perform adequately in the workplace. Their access to adult contacts who can help in identifying and preparing for employment may be severely limited. They may fail to develop any clear idea of what will be expected in the workplace, how to look for a job, or how to present themselves to employers. They often lack the basis for setting realistic career goals and the opportunity to develop marketable job skills. And, even though they are unlikely to continue formal education due to academic deficiencies, they are likely to be equally deficient at learning on the job. For these handicapped and

disadvantaged young adults and their families, extensive transition planning and support will be necessary to bridge the gap between school experiences and adult life.

It has been the goal of the Master Plan Committee for Transition Services to develop a planning document that will provide direction to the Salt Lake City School District in the identification of critical problems, services, and procedures to ensure that the transitional needs of students who are at-risk are being fulfilled. What follows is an executive summary of that planning document. It is based on the philosophy that any student's school experience should provide a solid base for meaningful employment and continuing education. The attention of all educators should be on assessing the unique needs of individual students, establishing learning environments that maximize learning and independence in light of these unique needs, teaching skills and knowledge that have a direct bearing on life after high school, and counseling students for a smooth transition to jobs and higher education.

Recommendations

Area #1: ORGANIZATIONAL DEVELOPMENT

Key Component:
The District Transition Committee

Outcome Goal: *School services reflect an orientation and commitment on the part of professionals, parents, and students toward the career development process.*

The Committee recommends utilizing the shared governance concept in the formation of a District Transition Committee made up of district program administrators, representatives from each secondary school, parents, business and community agency representatives.

Area #2: STAFF DEVELOPMENT

Key Component:
Transition Training

Outcome Goal: *Resources are identified and allocated to support an ongoing system of training of parents and professionals in transition for special needs populations.*

The Committee recommends comprehensive inservice training of educators who play a role in the preparation of at-risk students for movement into post-school environments. A school-based facilitator should be recognized, trained, and supported as an inservice delivery agent.

Area #3: SERVICE DELIVERY

Key Component:
The Service Delivery Model

Outcome Goal: *A system of coordination and collaboration exists that leads to the prioritization and effective utilization of resources to support the participation of special needs students in school and district-wide programs.*

The Committee recommends the adoption of the Transition Service Delivery Process, a student-centered process that utilizes a case manager and transition planning team, in addition to the school-based facilitator to document needs of at-risk students and to provide access to critical resources.

Area #4: COMMUNITY INVOLVEMENT

Key Component:
Community-Referenced Education

Outcome Goal: *Methods are used to ensure that a variety of community service agencies are utilized to the maximum extent possible.*

The Committee recommends gaining the participation of community agency representatives in the educational planning for at-risk students and in service delivery through community-based instruction and self-advocacy training for students and parents.

Area #5: PROGRAM DEVELOPMENT

Key Component:
The Continuum of Transition Services

Outcome Goal: *A full range of instructional practices and programs to support the preparation for transition from school to work are being provided.*

The Committee recommends the adoption of the Continuum of Transition Services as a guide to the identification, development, and coordination of transition services. The Continuum provides a framework for evaluation of services currently available and for development of future needs. It also serves as the basis for curricular and instructional modifications that will help create a favorable balance between student need and appropriate education.

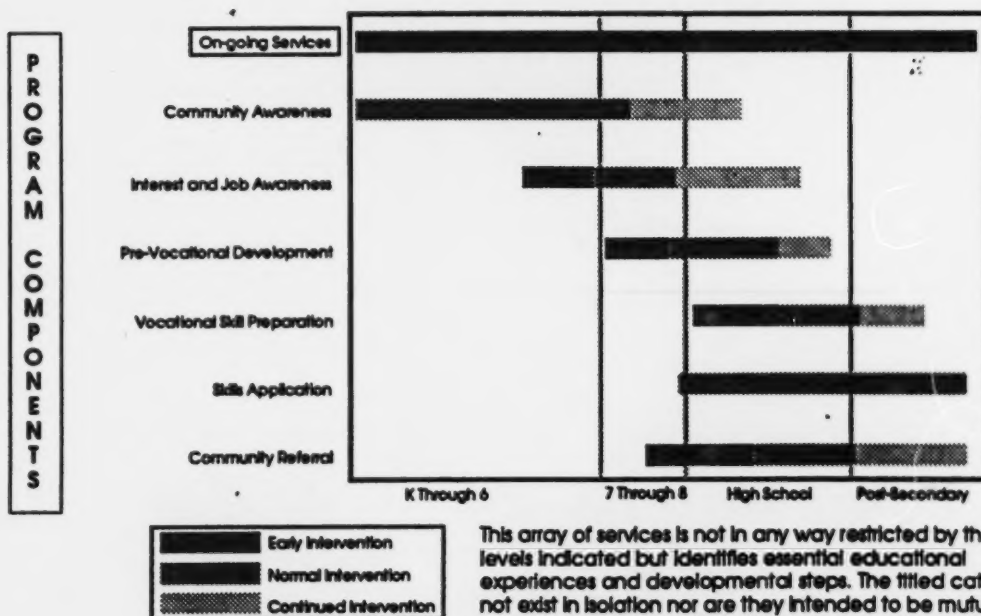
Background

A Basic Understanding Of Transition Principles

Transition means a passing from one place or condition to another. In education, transition is the process and period of time in which individuals pass from status as students in school to status as workers in society (Link, Weller, & Hall, 1986). Transition from school to work is a critical period for students. Students and their families face a set of difficult decisions about the future: Where will the young adult live?

Where will he or she work? Who will help him or her get a "foot in the door"? The career education component of a public school education typically will assist students in finding answers to these questions. This will begin early in a student's school career and continue throughout. The progression of services available through career education is shown in Figure 1.

Figure 1
TRANSITION SERVICES MODEL

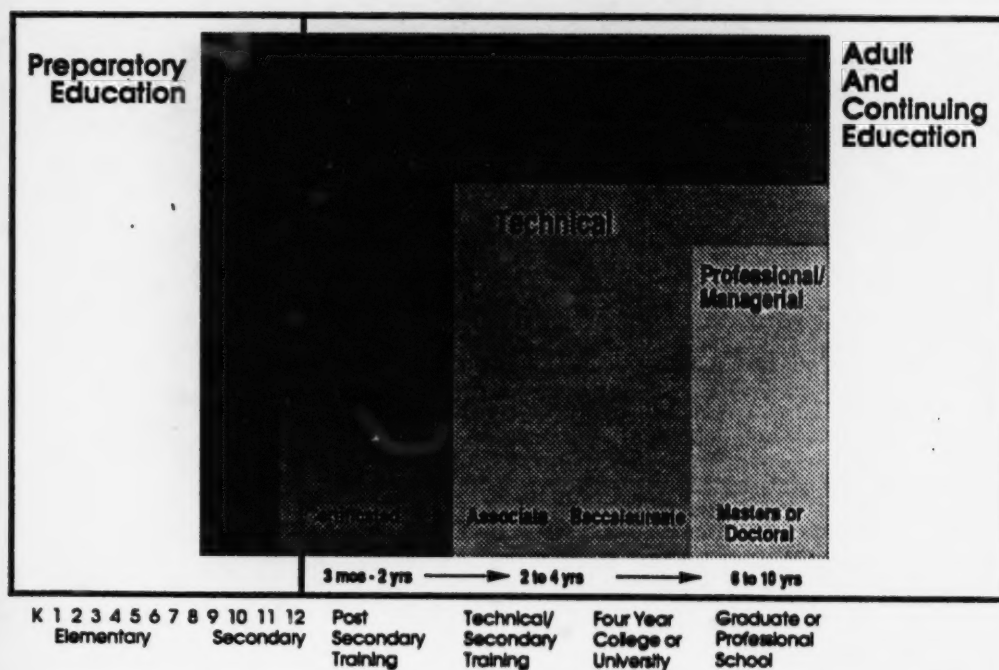


This array of services is not in any way restricted by the grade levels indicated but identifies essential educational experiences and developmental steps. The titled categories do not exist in isolation nor are they intended to be mutually exclusive as to the activities described in each, there may in fact be an overlap of activities.

The intention is to have students become increasingly aware of career options and how these dovetail with their own interests and aptitudes. By the time a student is in high school, he or she should have at least a general idea of where transition is likely to lead.

Figure 2 illustrates placement expectations as students complete various levels of formal education and matriculate into the workforce. The point of transition is that period when an individual moves from a formal education system into employment.

Figure 2
OUTCOMES OF TRANSITIONAL SERVICES



The shaded areas identified in this figure indicate placement expectations as individuals complete training and matriculate into the workforce.

Transition Problems of At-Risk Youth

Administrators in secondary schools have traditionally used as a measure of success the percentage of their students who enroll in higher education. Indeed, many of the reform reports that have emerged in the past few years focus on the needs of the college-bound. There are, of course, a substantial number of students who are not likely to go to college and many of them will become the estimated one fourth of students who fail and drop out of high school. This "at-risk" population of students includes those who are culturally, economically, or academically disadvantaged and/or handicapped. The handicapped category includes students who are learning disabled, emotionally disturbed, and mildly mentally retarded. Among the evidence of increased attention on this group of students is the publication of the report by the William T. Grant Foundation Commission on Youth (1988). It states that some 20 million Americans between the ages of 16 and 24 are not likely to go to college and as such need a different educational emphasis if they are to make a successful transition from high school into the working world.

In their report, *The Forgotten Half: Non-College Youth in America*, the Grant Foundation Commission recommends that schools improve the ability to accommodate for different learning styles by expanding the variety of instructional methods available to students and their teachers.

This is not a new recommendation, but one that has been frequently misunderstood in the past, with grave consequences. It does not mean that because some students learn in different ways than others that they should be taught different things. This interpretation has too often led to a tracking system and two-tiered educational outcomes. Today's world and certainly tomorrow's demand that all Americans share a common set of skills

and knowledge... Yet, there are many ways to develop these skills and to acquire this knowledge. School experiences should vary accordingly.
(p.34)

One way that school experiences should vary is by ensuring that curricula are available that address the necessary competencies to help at-risk students make a successful transition to employment or continuing education. Another way they should vary is by applying instructional techniques which are likely to engage students who have histories of academic failure. Teachers need to acknowledge that the at-risk group contains students who can be characterized as "low-efficiency learners". Their lack of basic academic ability has caused them considerable difficulty and frustration in educational settings. They are students for whom traditional, standardized teaching is ineffective at best and wasteful at worst. They are at-risk because they often leave school without the efficient work habits called for in school, on the job, and in their personal lives. The response to these students has ranged from benign neglect to sincere but often misguided attempts at meeting their needs. Consider the following comment by TheodoreSizer in *Horace's Compromise*, a report from A Study of High Schools (1984).

The kids who fail at school say they want something different, so we accommodate them. Our response, then, isn't more vigorous or more imaginative teaching for these students in the subjects they are failing: we sidestep that difficult prospect by rationalizing that these students have "different needs" from youngsters who are learning to read Hemingway and do algebra. So, we conclude, make them hewers of wood and drawers of water. The fact remains that these students are the very ones who need more "academic" instruction, not less.
(p.232)

In addition to more vigorous and more imaginative teaching, handicapped and disadvantaged students, along with their families, need extensive transition planning and support in order to bridge the gap between school experiences and adult life. Failure to provide it will likely mean perpetuation of the problems that plague the special needs population.

The following statistics show the vocational difficulties experienced by at-risk or special needs individuals.

1. In 1983, 50-70% of all persons with disabilities were unemployed. (U.S. Commission on Civil Rights, 1983).

2. In 1982, the mean earnings for disabled women were \$5,835 as compared to \$13,863 for disabled men. Disabled white female workers aged 18 to 44 earned less than one-third the salary of their male counter-parts. Disabled black female workers earned even less than disabled white women and less than half the earnings of disabled black men. (U.S. Commission on Civil Rights, 1983).

3. Those handicapped individuals who do gain access to employment usually: 1) have low wages, 2) are slow to move toward upward employment, 3) are segregated from nondisabled peers. (Department of Labor Data, 1982).

4. It is predicted that if disadvantaged and minority youth are not aided in developing their vocational and employment opportunities in the future, the unemployment rate for this group could be 13 times greater than that for the general population in 1990.

5. Statistics show that for every dollar spent on rehabilitation training, the individual can expect a return of approximately ten or more dollars in lifetime earnings. The amount of income tax paid by the working disabled is proportionally increased. For the nation, dependence includes the added cost of

public maintenance, institutionalized care, and social security disability payments. (The National Advisory Council on Vocational Education, 1983).

6. In the seventies, the proportion of children in poverty in American society rose from 2% to 20%. This statistic is now at least 22%, and the number of children at poverty-rate is projected to grow. Fully 39% of all those in poverty are children under the age of 18. (Lynch, 1985).

7. Family structures are undergoing a major transformation:

- * In 1984, 63% of all children had mothers in the work force.

- * In 1982, 63% of all children lived with both biological parents; 22% lived with only one parent, and the remainder lived with step-parents, grandparents, adoptive parents, or were in foster care.

- * In 1982, 36.3% of households headed by women were in poverty

- * The poverty figures for black and hispanic women who head households are 56.2% and 55.4% respectively. (Lynch, 1985).

8. The 1979 Ford Foundation report states that 23 million adults had less than eight years of schooling and 54 million adults (36% of the population) never graduated from high school. The national dropout rate was 28.3% during the 1981-82 school year. (Plisko, 1983).

9. The U.S. Department of Education estimates that nearly 1.1 million students fail to complete high school each year. Since the mid 1960's the high school completion rate for students entering the ninth grade has never exceeded 74%.

A Proposed Transition Philosophy

The educational system plays an important role in an ongoing process of preparing individuals for a life of work and learning. As such, any student's school experience should provide a solid grounding in skills and knowledge that are basic to that particular student's meaningful employment and continuing education. The attention of all educators should be focused on assessing the unique needs of individual students, establishing learning environments that provide learning in light of these unique needs, teaching skills and knowledge that have a direct bearing on life after high school, and counseling students for a smooth transition to jobs and higher education. High school educators

particularly should be regularly involved in providing transition services that ensure the productivity, community participation, and independence of students leaving the school system. Secondary administrators should work to develop a continuum of educational experiences and placements so that students of all ability levels have instructional alternatives appropriate to their needs. This means instituting the changes necessary for high risk students to profit meaningfully from their school experiences and regarding employment outcomes as just as legitimate a measure of success as passage to higher education.

The Current State of Transition Services In The Salt Lake City School District

The Master Plan Committee was divided into four working subcommittees at the outset of the planning process. Each subcommittee examined a component critical to transition of at-risk youth. These components are service

delivery, service needs, community services, and fiscal resources. The four reports from these subcommittees form the Master Plan Committee's first Interim Report. What follows is a synopsis of that report.

Service Delivery

The Service Delivery Subcommittee identified two major service delivery systems for special needs students: special education and alternative education. Of the two, it was found that special education uses more formal process for getting specialized services to students primarily because of the federal law that mandates a free, appropriate public education for any handicapped student who needs special education and related services. The Individualized Education Program (IEP) serves as the action plan for delivery and management of services. These services

are chosen by a multi-disciplinary team using a "cascade" of service options (refer to Fig. 13). Decisions are made based on the concept of "least restrictive environment," meaning that handicapped students should be educated, to the greatest extent possible, with their non-handicapped peers.

The subcommittee found that alternative education services are being delivered in an unstructured, informal process. Placement decisions are usually made by a group of professionals who infrequently use written plans, regular

follow-up, and formal evaluation. Eligibility and availability of services vary from program to program.

It was the subcommittee's conclusion that although a wide variety of programs have been created for handicapped and other at-risk students, many are offered haphazardly. A structure, such as that which exists in special education, is seen as potentially beneficial for the coordination of all programs dealing with the special needs population. Particularly useful is the cascade of services model. The subcommittee recommended that such a model be developed to show the range of

transition education placements available to special needs students. This would provide the structure needed so that a continuum of placement alternatives could be considered by teams of professionals.

Another of the subcommittee's recommendations was that more consideration be given to the Student Educational Plan (SEP) as a comprehensive transition planning document. Currently the district's SEP process is not detailed enough to document specific student needs and service delivery alternatives.

Service Needs

The purpose of the Service Needs Subcommittee was to identify which students have special needs, show how these students should participate in transition programming, and identify programs that exist and should exist to best meet student needs.

The subcommittee reviewed district attendance data and noticed that the number of students entering kindergarten has been increasing over the past nine years while the number of students entering 12th grade has significantly decreased. A similar trend was noticed when enrollments were compared in seventh and ninth grades.

In order to identify which students have special needs, the subcommittee adopted four selection criteria:

1. The student is referred by teacher/school personnel recommendation as being in need of transition services.
2. The student is determined to be academically disadvantaged - an individual who scores below the 25th percentile on a standard achievement test and/or whose secondary school grades are below 2.0 on a 4.0 scale and/or fails to attain minimum academic competencies. This component will include extremes if data is accumulated on a quarterly

basis yet does allow for students to float in and out of the transitional service components.

3. The student is categorized as an individual who is handicapped within the regulations defined by the Utah State Office of Education.
4. The student is determined to be economically disadvantaged by utilizing participation in the Free or Reduced Lunch Program. This particular criteria is limited by the number who apply for the program and perhaps would include those completing applications in an inaccurate manner.

Transition services that should be provided include the following:

1. Orientation for students, professionals, parents, and the community
2. Development of Individualized Education Programs or Student Education Plans that document long and short term vocational goals
3. Adoption of curricula that address IEP/SEP goals
4. Implementation of a management system that includes transition teams and individual case management.

Community Services

The Community Services Subcommittee reviewed and identified procedures to allow a smooth coordination of services as special needs students leave the educational setting and move into the community. In a survey of community agencies, the subcommittee found that although there is a degree of cooperation among agencies and high schools, it is generally informal and loosely organized. Information about community agency programs was found to be especially lacking.

The subcommittee recommended the development of a guidebook containing information needed by educators to access agency programs. Other recommendations include the following:

PROCEDURES TO ENHANCE INFORMATION EXCHANGE BETWEEN AGENCIES

1. Establish and Maintain (quarterly) a Community Resource Directory for School Personnel.
2. Establish and Maintain (annually) a School Services Directory for Agency Personnel.
3. Develop guidelines and procedures for multi-agency service coordination.
4. Provide annual training for school personnel in the processes and procedures for effective coordination of community resources.
5. Sponsor a joint planning and coordination meeting (annually) between school personnel and agency personnel.

6. Participate with the State Departments of Health, Education and Social Service in the utilization of data contained within the Utah Registry for Handicapped Persons.

PROCEDURES THAT PROMOTE EFFECTIVE UTILIZATION OF COMMUNITY RESOURCES

1. Establish procedures that allow students and parents to become more involved in accessing resources that exist in the community.
 - a. Develop a Parent's Guide Book to Community Resources.
 - b. Infuse community presentations into every student's educational experience. This could include:
 - 1) community agency fairs
 - 2) guest speakers and presentations
 - 3) field trips
2. Encourage the involvement of community representatives in the educational planning process.
3. Develop a process which fosters a working partnership between the school and community agencies in advocating for new programs and services which would provide additional opportunities to better meet student needs. Two critical areas identified are 1) specialized programs designed for 14 and 15 year-olds and 2) dropout prevention programs.

Fiscal Resources

The purpose of the Fiscal Resources Subcommittee was to identify existing and potential sources of funding and establish cooperative planning procedures that will provide ongoing fiscal support for the operation of transition programming for special needs students.

The subcommittee identified eight existing and potential sources of funding at the local, state, and federal levels:

1. Division of Rehabilitation Services
2. Division of Services to the Handicapped
3. State supported minimum school program
4. The Job Training Partnership Act
5. Special Education
6. Vocational and Technical Education (Carl Perkins Act)
7. The Education and Consolidation Improvement Act of 1981
8. Private foundations

The subcommittee concluded that although a number of fiscal resource elements are in place, there appears to be a general lack of coordination of fund utilization for special needs populations. There is a pressing need to develop inter-department planning and agreements between various departments to assume shared fiscal responsibility and a pooling of the resources necessary to accomplish transition planning for special needs populations. This coordinated effort should ensure that the funds follow the individual student and allow for fiscal management.

Assumptions for Change

Implementation of any or all of the ideas in the Master Plan for Transition Services will require a certain degree of change on the part of a variety of professionals and patrons in Salt Lake City School District. It is assumed that change requires good planning and plenty of time. For purposes of the Master Plan, it is also assumed that change requires freedom - freedom for individual implementors to seek their own meaning of the change. In order to reduce the ambiguity inherent in any process of change, the following list of assumptions has been created. They are meant as a guide to the thinking that should accompany implementation of the Master Plan.

TRANSITION-MINDED EDUCATORS ASSUME...

1. ...that independent functioning with employment is the central outcome measure of a successful transition for *all* students, regardless of functioning level or background.
2. ...that a comprehensive transition model is needed that is based on career development theory and represents the sequential stages of development that every individual passes through in the process of selecting and preparing for a career.
3. ...that a school's course structure should be proportionate to students' achievement levels, needs, and aspirations.

4. ...that there should be systematic coordination among general education, vocational education, special education, and alternative education that leads to a more effective delivery of educational services for the special needs learner.
5. ...that community members should be involved actively in the transition planning and implementation process.
6. ...that every effort should be made to involve parents fully in the transition planning process.
7. ...that job descriptions should be restructured and redefined to accommodate functions in the transition service delivery model.
8. ...that special needs students should be made proficient in skills needed to function successfully in the least dependent environment.

Transition Services Implementation Plan

Introduction

The Master Plan Committee for Transition Services has recommended a conceptual framework for the expansion of services that facilitate the school to adult life transition for handicapped and disadvantaged students. It has been the task of the Implementation and Evaluation Subcommittee to develop a plan that incorporates these concepts. The Transition Services Implementation Plan is recommended as a viable approach to effecting and managing the significant change that the transition initiative entails. Although this report is

lengthy and detailed, it is not meant to be a precise blueprint. It is, more accurately, a description of a developmental process in which the emphasis is on developing broad-based support for the transition concept and agreeing on specific forms of implementation. Liberal use has been made of models to explain key concepts and processes. The reader is encouraged to study and analyze these models because they are the most accessible means of understanding the implementation plan.

Transition Proposals

AREA #1: ORGANIZATIONAL DEVELOPMENT

Current Status

There is a lack of orientation and commitment on the part of professionals, parents, and students toward the career development process.

Desired Outcome

School services reflect an orientation and commitment on the part of professionals, parents, and students to the career development process.

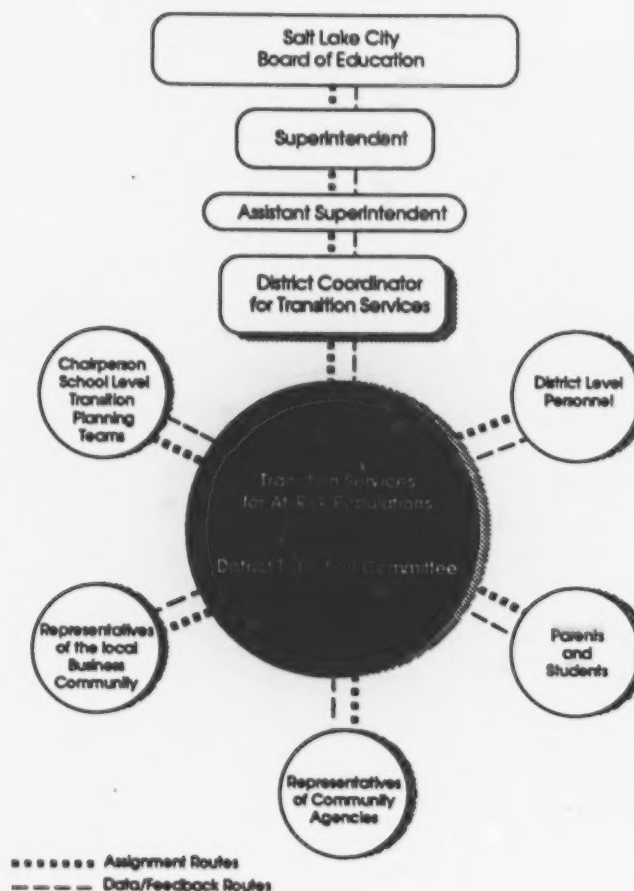
PROPOSAL #1: THE DISTRICT TRANSITION COMMITTEE

Before significant changes can be made in programs and practices affecting the transition of special needs students, conditions in the district will have to be made supportive of those changes. It can be argued that teacher training efforts, curriculum enhancements, instructional modifications, or new program development will only be successful and long-lasting if the organizational structure provides a foundation for such activities. The concept of transition will have to become prominent and desirable if professionals of all ranks are expected to act to implement its principles. In Salt Lake City School District, there appears still to be a need to clarify just what these principles are and how they might affect the roles and performance expectations of various professionals in the district. The Master Plan Committee represents official recognition by the SLC Board of Education that a need exists. Continuing this recognition is recommended as a first step in implementation of a comprehensive transition program. This can be done through the establishment of a District Transition Committee made up of district program administrators and representatives from each secondary school. Parents and representatives of business and community agencies would participate as full partners, consistent with the district's shared governance philosophy. This committee, and the whole transition program for the

District, would be chaired by a coordinator named by the Superintendent. Figure 3 shows the position of this committee within a larger scope of transition services coordination. Functions of the District Transition Committee would include the following:

1. Reach a common understanding of transition principles and programming possibilities as described in the Master Plan for Transitional Services.
2. Make planning and structuring decisions regarding implementation of the transition program.
3. Provide input and assign training to Student Services Committees at District secondary schools; mediate awareness of SSC's role in transition program planning.
4. Arrange recognition and reinforcement of personnel and programs which already embody the principles contained in the Master Plan.
5. Coordinate and assist in the training of teachers regarding transition concepts and role acquisition.
6. Obtain and analyze data feedback from SSC's regarding the degree of implementation; use data to evaluate District transition efforts; make decisions to continue, modify, or refocus program based on evaluation.

Figure 3
DISTRICT LEVEL TRANSITION COMMITTEE



AREA #2: STAFF DEVELOPMENT

Current Status

Resources are not currently being used for the training of professionals and support staff in transition for special needs population.

Desired Outcome

Resources are identified and used to support an on-going system of training of parents and professionals in transition for special needs populations.

PROPOSAL #2: TRANSITION TRAINING

Teacher competency to implement transition education is pivotal to successful program implementation. Competency means both the general level of skill in delivering needed instruction and enthusiasm for program principles and ideals. It is the Committee's feeling that the attention of all educators should be on teaching

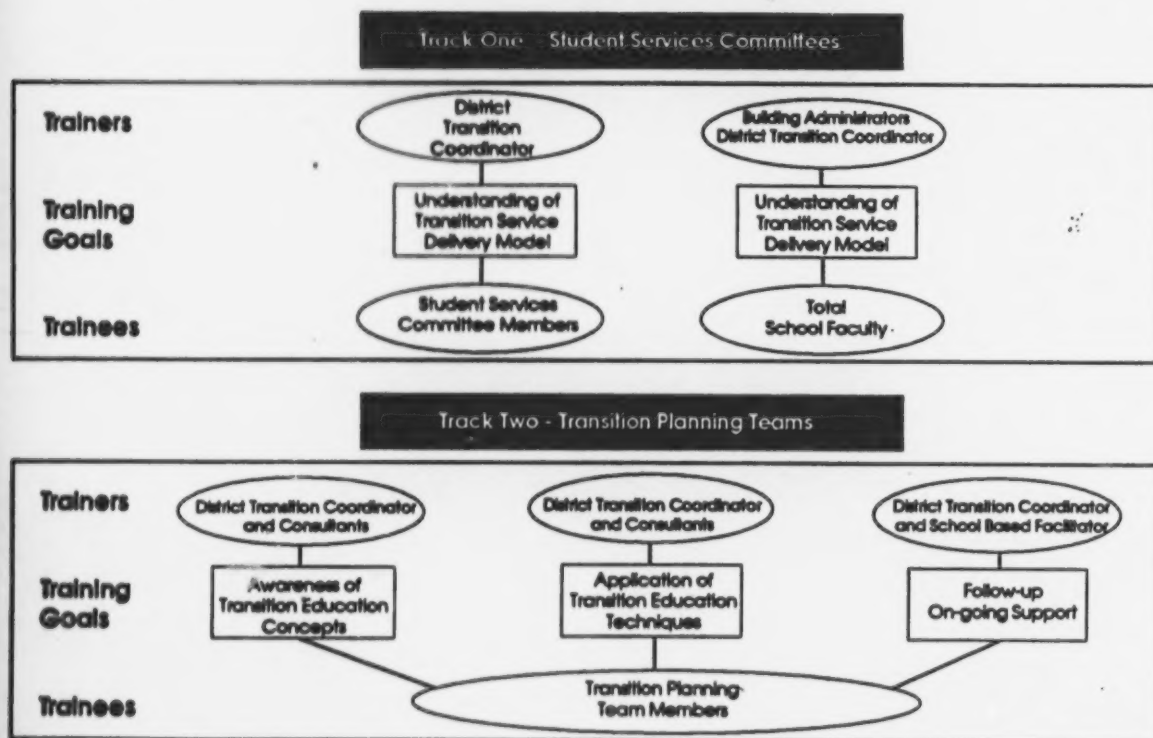
skills and knowledge that are relevant to the post-secondary aspirations of individual students. The second recommendation for implementation, therefore, is comprehensive inservice training of educators who play a role in the preparation of special needs students for movement into post-school environments.

TRAINING TRACKS

Figure 4 shows a recommended approach to training which involves two tracks: Track 1 is for members of Student Services Committees and faculty members at participating secondary schools. The training will cover the Transition Service Delivery Model and its use. This training will be used to foster a transition philosophy while providing useable instructional ideas and techniques. The content of the training should not be left solely to the District Transition Committee but should be cooperatively determined and delivered by educators who have experience in transition education. Additional resources should be investigated such as universities, state office specialists, and practitioners in other districts for training content,

ideas, and delivery. The district transition coordinator and consultants from inside or outside the district would provide training to teams selected by the District Transition Committee with appropriate input. These teams would be comprised of administrators, vocational educators, special educators, and classroom teachers who work with special needs students and who would participate on transition planning teams in their schools. In addition, a school-based facilitator (selected by the principal) would participate as a trainee. Training would progress from awareness, through application, to follow-up sessions run by the district coordinator and the school-based facilitator.

Figure 4
TRANSITION TEAM TRAINING APPROACH



AREA #3: SERVICE DELIVERY

Current Status

Lack of coordination of services for special needs students has led to underutilization of available resources.

Desired Outcome

A system of coordination and collaboration exists that leads to the prioritization and effective utilization of resources to support the participation of special needs students in school and district-wide programs.

PROPOSAL #3: THE SERVICE DELIVERY MODEL

The cornerstone of the Master Plan for Transitional Services is the Transition Service Delivery Process (Fig.5). It is a student-centered process by which unique transition needs are assessed and addressed through planning and implementation of the IEP

(in the case of handicapped students) or the SEP (in the case of non-handicapped special needs students). The model utilizes a case manager approach and depends on a continuum of appropriate transition services being available.

Figure 5
TRANSITION SERVICE DELIVERY MODEL

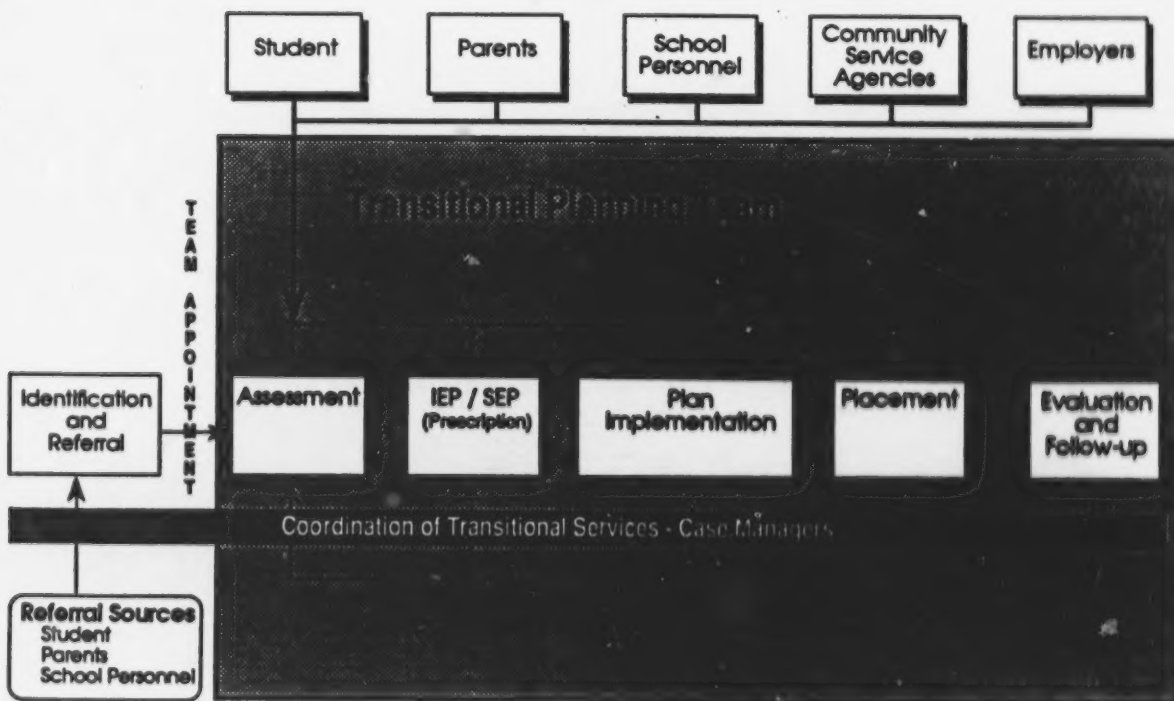
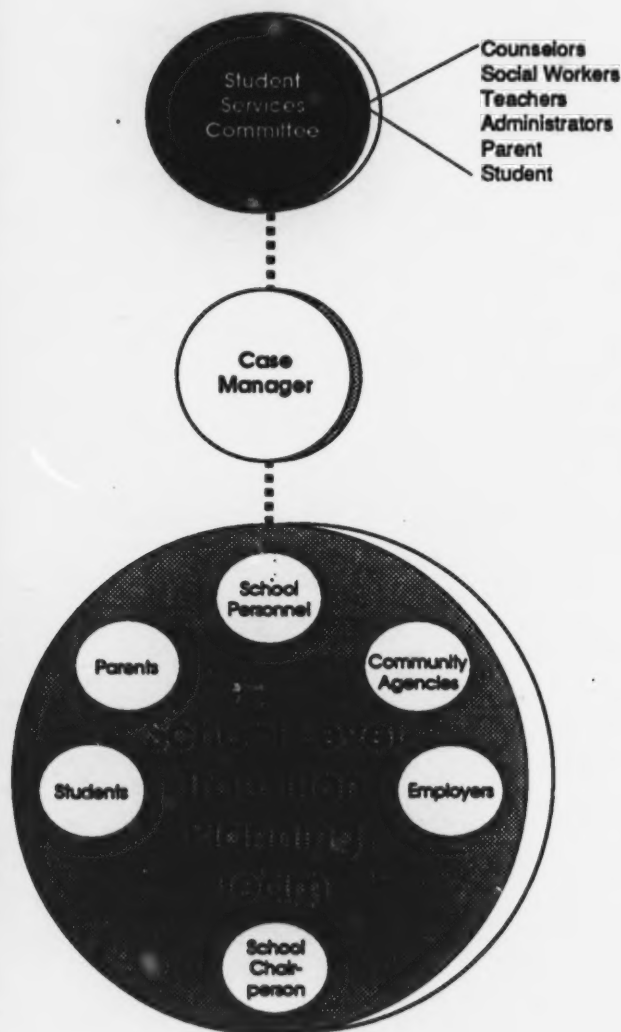


Figure 6
SCHOOL LEVEL TRANSITION PLANNING TEAM



THE CASE MANAGER

It is the committee's opinion that the best way to achieve the desired outcome stated is by initiating a case manager approach. Case management is a relatively new concept to educators. Therefore, some articulation of this role is necessary. It is felt that advocacy is a critical need of the special needs student in secondary school. These students will need special help if they are to gain access to appropriate educational alternatives. Case management can be defined as a set of goal-oriented activities to organize, coordinate, and monitor effective service delivery based on educational objectives that are oriented to an individual student. It is an attempt to improve the special needs student's access to educational resources. The task of the case manager will be to dovetail unique student characteristics with institutional requirements.

For handicapped students, the special education teachers to whom they are assigned typically perform the case manager functions. They also serve as advocates for these students, assisting their access to services and activities available to non-handicapped students, seeking compensatory help, encouraging positive attitudes, and maintaining high expectations for performance. Without the special education safety net, these students would, in all probability, be far more of a burden to themselves and to the system. This kind of advocacy seems less definite for other poorly achieving students. It does, in fact, seem ironic that there are many students who are equally academically dysfunctional but who do not have the "benefit" of being handicapped. It is these students for whom the case manager concept seems most beneficial. The question arises, however: Who will serve in this role? The Master Plan Committee's response to this question is shown in Fig. 6. The Committee recommends opening eligibility to those professionals within the school who are familiar with transition issues and sensitive to special needs students. The case manager will then oversee the service delivery process which will be described in the sections that follow.

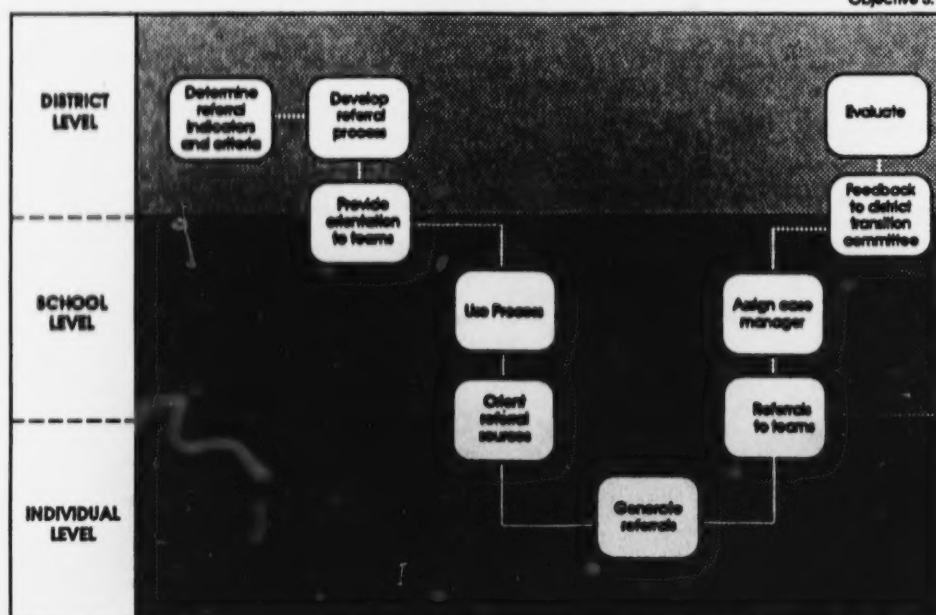
IDENTIFICATION AND REFERRAL

Objective 3.1: A systematic method for identifying students in need of specialized transition services is understood and used by professionals, parents, and students.

Specialized transition services will be offered to students who have documented educational needs as determined through a referral and assessment process. Referrals should be generated by teachers, administrators, parents, or the students themselves. The critical decision governing referral of a student for transition services is whether or not the student is at risk of not learning functional skills that will lead to beneficial post-school adjustment. This presumes, of course, that accurate indicators and criteria have been established to guide referral agents in making this decision. Figure 7 shows an activity path that would lead to the development, diffusion, adoption, and evaluation of a referral process. As in the diagrams that follow, it depicts critical steps and corresponding levels of

responsibility. For example, the initial determination of referral indicators and criteria would happen at the district level as would development of the referral process. Primary responsibility would most likely fall to the District Transition Committee although input from school level practitioners would be useful. The district and school levels would be connected by an orientation to the referral process. Implementation of the process would then proceed at the school level. Each school's team would orient individuals who are potential sources of referrals. Once referrals have been generated at the individual level, information would travel back to the school teams; records of referrals would be available to the district committee who could use the information for evaluation.

Figure 7
ACTIVITY PATH
Step 1: Identification & Referral



Objective 3.1 A systematic method for identifying students in need of specialized transition services is understood and used by professionals, parents, and students.

In order to identify which students have special needs, the subcommittee adopted four selection criteria:

1. The student is referred by teacher/school personnel recommendation as being in need of transition services.
2. The student is determined to be academically disadvantaged - an individual who scores below the 25th percentile on a standard achievement test and/or whose secondary school grades are below 2.0 on a 4.0 scale and/or fails to attain minimum academic competencies. This component will include extremes if data is accumulated on a quarterly basis yet does allow for students to float in and out of the transitional service components.
3. The student is categorized as an individual who is handicapped within the regulations defined by the Utah State Office of Education.
4. The student is determined to be economically disadvantaged by utilizing participation in the Free or Reduced Lunch Program. This particular criteria is limited by the number who apply for the program and perhaps would include those completing applications in an inaccurate manner.

ASSESSMENT

Objective 3.2: Methods for assessing transition needs are implemented as part of a coordinated, transdisciplinary approach.

Once the SSC has processed the referral, the council may assign a case manager to assess for service eligibility. Again, this presumes that a process is in place. The Activity Path in Figure 8 shows a chain of events similar to the referral step. The responsibility for designing the process and orienting

those who will use the process lies at the district level. School-based teams will use the process. Individual planning team members will actually collect the data. After analysis, the school team will feed a central data bank which the district transition committee will use to evaluate the process.

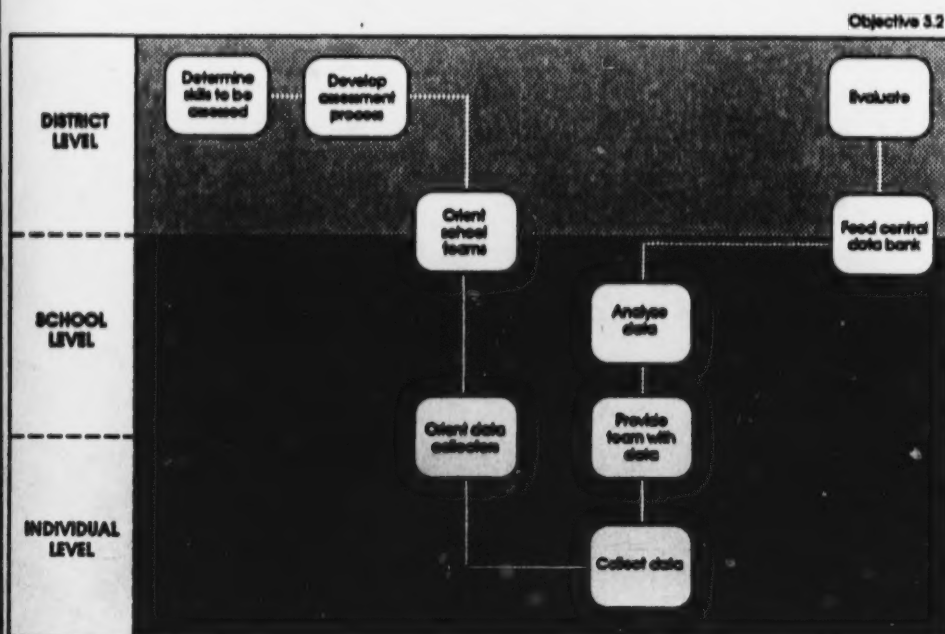


Figure 8
ACTIVITY PATH
Step 2: Assessment

Objective 3.2 Methods for assessing transition needs are implemented as part of a coordinated, transdisciplinary approach.

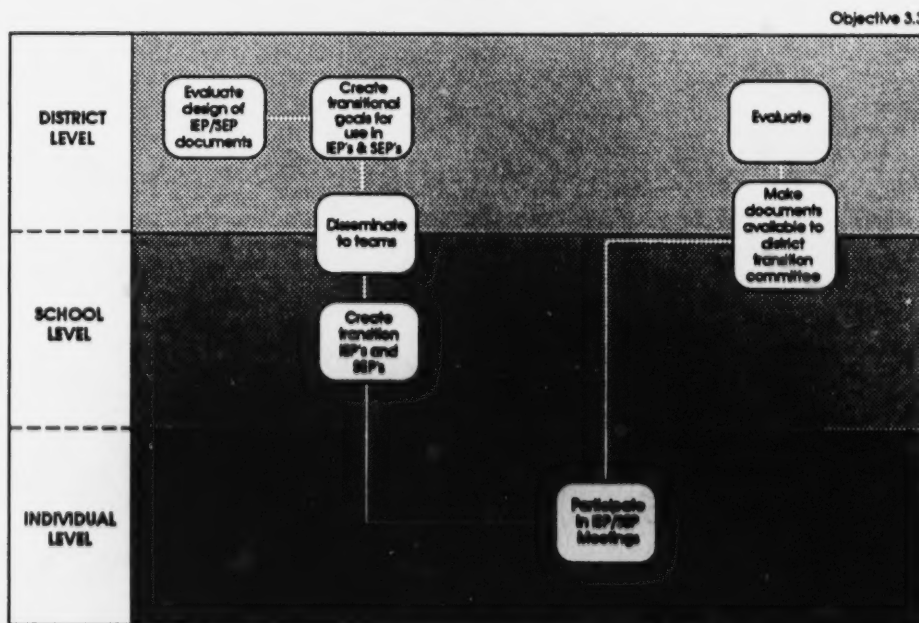
IEP/SEP (PRESCRIPTION)

Objective 3.3: *The Student Education Plan (SEP) or Individualized Education Program (IEP) is utilized and maintained as the centerpiece of comprehensive transition programming.*

For handicapped students, the IEP serves as the centerpiece for planning and delivering special services designed to meet individual educational needs. For non-handicapped low achievers, the SEP is the only real documentation of how coursework is being tailored to suit his or her aspirations. All too often, development of the SEP is a perfunctory activity with too little meaningful input

from those who could have an impact on the student's career preparation. Although the IEP is a comprehensive enough document to allow specific program prescription, the SEP is not. Therefore, the committee recommends development of a "Special SEP" for special needs students. Details of prescription can be found in Figure 9.

Figure 9
ACTIVITY PATH
Step 3: Individual Educational Plan/Student Education Program
(Prescription)



Objective 3.3 The Student Education Plan (SEP) or Individualized Education Program (IEP) is utilized and maintained as the centerpiece of comprehensive transition programming.

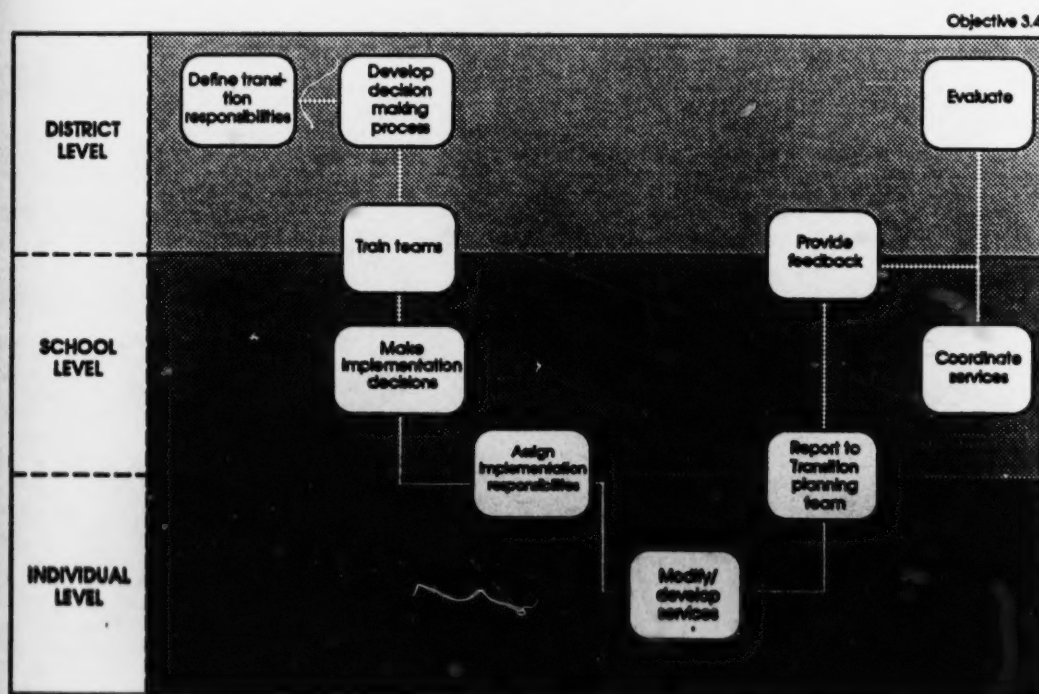
PLAN IMPLEMENTATION

Objective 3.4: Methods are used to ensure systematic coordination and maximum generation of resources for the delivery of transition programming to special needs students.

A process for the attainment of this objective is depicted in Figure 10. It is hoped that now the structure of the models is familiar enough that a separate explanation is not necessary.

As with other steps, the bulk of responsibility for development and coordination falls to the District Transition Coordinator and the District Transition Committee.

Figure 10
ACTIVITY PATH
Step 4: Plan Implementation



Objective 3.4 Methods are used to ensure systematic coordination and maximum generation of resources for the delivery of transition programming to special need students.

PLACEMENT

Objective 3.5: A continuum of transition services is provided to all students in the "least dependent environment", that is, the setting where additional services are least necessary.

Another concept central to meeting the purposes of transition education is the continuum of services, (Figure 13). The model is based on these ideas:

- 1) Education that is uniquely beneficial to each student is the responsibility of all educators; support services, special education, and alternative

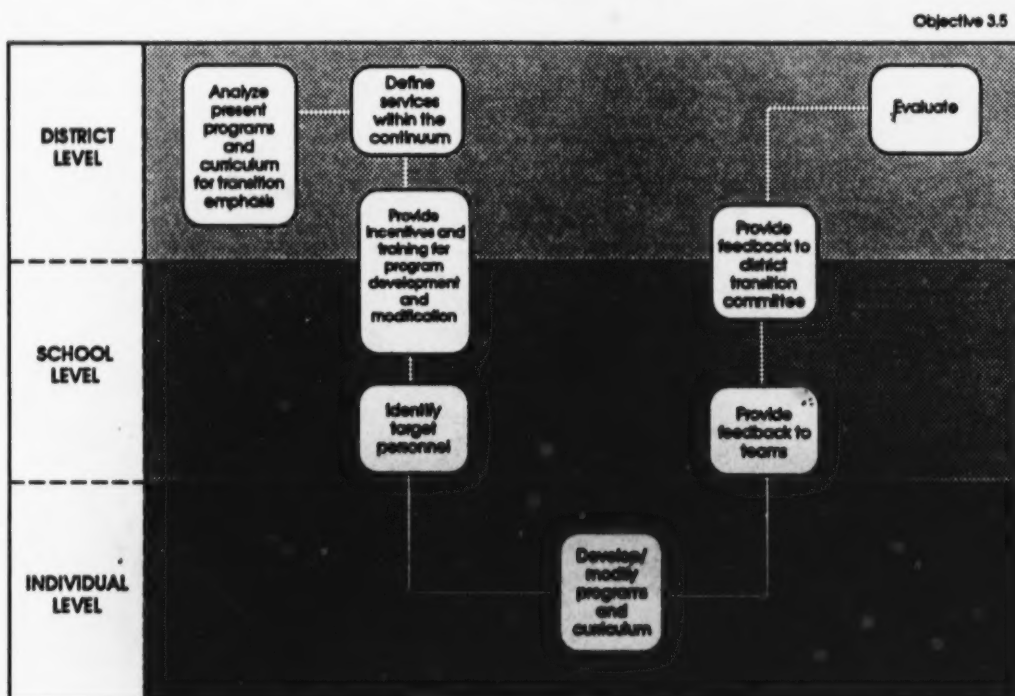
programs are not designed to eliminate students from more traditional courses but rather to broaden the range of options available to them and, whenever possible, contribute to their more successful performance in core content classes.

2) Movement down the steps in the continuum is made only after documented failure and multiple attempts at remediation in the higher step; movement back up the continuum is made only after documented success and multiple attempts at generalization in the lower step.

3) Programs within the continuum are connected by professional cooperation and collaboration on the part of administrators and direct service providers - within departments, within disciplines, and among agencies.

The Placement Activity Path (Figure 11) shows the district, school, and individual involvement in meeting the objective of maintaining and strengthening existing options and developing new programs.

Figure 11
ACTIVITY PATH
Step 5: Placement



Objective 3.5 A continuum of transition services are provided collectively to all students in the "least dependent environment," that is, the setting where the students dependence on additional services are least necessary.

EVALUATION AND FOLLOW-UP

Objective 3.6: Procedures have been developed for the continuous collection of data used to

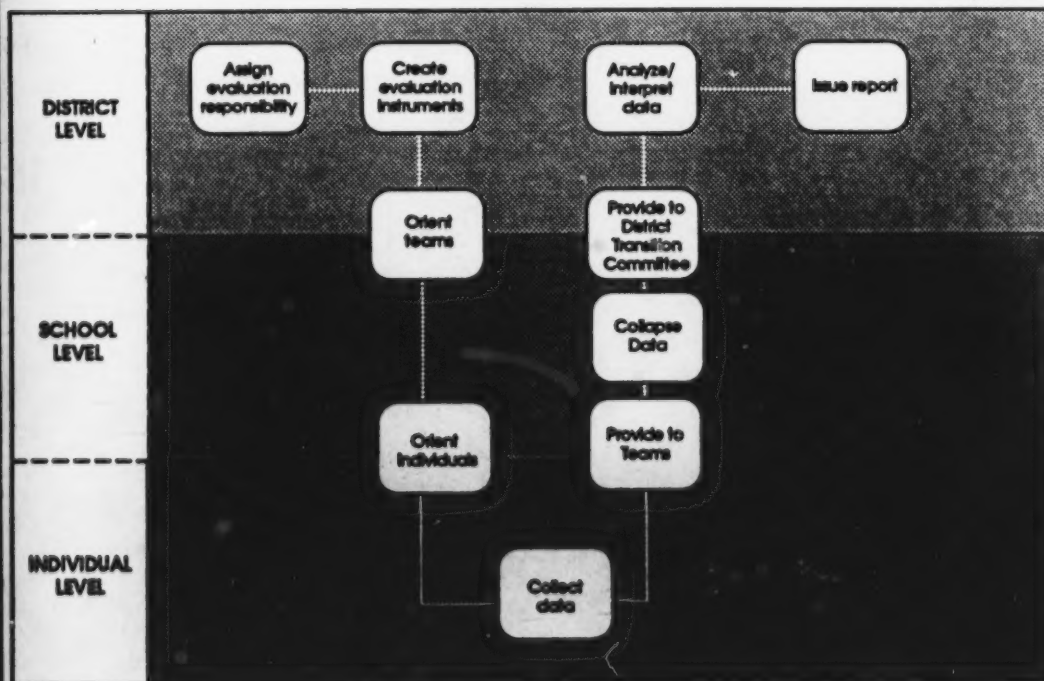
- 1) determine the effectiveness of transition services and
- 2) identify exemplary transition practices.

Transition from high school is an outcome-oriented process. Acceptable outcomes include employment and/or continuing education. The end result of the service delivery process, then, is the movement of the student out of high school and into employment or educational. This movement does not necessarily involve obtaining a diploma. Evaluation of program effectiveness,

therefore, should be based on data collected after students leave school. Because this is an equal step in the service delivery process, it becomes the responsibility of the Transition Planning Team, and particularly the case manager, to obtain this data. Analysis and decision-making will then take place at the district level as shown in the Evaluation Activity Path in Figure 12.

Figure 12
ACTIVITY PATH
Step 4: Evaluation and Follow-Up

Objective 3.6



Objective 3.6 Procedures have been developed for the continuous collection of data used to
1) determine the effectiveness of transition services and 2) identify exemplary transition practices.

It bears repeating that graduation from high school is not necessarily the only desired outcome of the transition process for some students. For these students, the college-oriented content of many classes make them less than optimal choices. These students would benefit more from classes in "functional academics", skills and knowledge that would prepare them for the performance-oriented environment of the modern workplace. Supplemental and alternative services along the proposed continuum are meant to meet the needs of students who have academic dysfunctions or who are disaffected from the mainstream of school life. Yet, as already has been mentioned, these services are not intended to automatically supplant mainstream education. The committee strongly suggests that core content classes be examined, and enriched, if necessary, to make them attractive and beneficial to a wider spectrum of high school students. The intent is not to reduce the standards or quality of any

class. Rather it is to modulate curriculum and instruction according to realities that suggest that a large number of students need better preparation for the world they are about to face. If the high school diploma is a legitimate symbol of this preparation, then by all means its attainment should be the dependent variable of an evaluation of educational effectiveness. If it is not, as is the case with many students, then post-school adjustment should be the primary goal.

The committee further recommends an examination of the impact of graduation requirements on special needs students. A particular focus of this examination might be on the use of a differentiated exit document based on the individual needs of special students as determined by the Transition Planning Teams. Allowing exemptions or modifications is already the policy used with secondary handicapped students.

AREA #4: COMMUNITY INVOLVEMENT

Current Status

Students are not adequately gaining access to a variety of community services.

Desired Outcome

Methods are used to ensure that a variety of community service agencies are utilized to the maximum extent possible.

PROPOSAL #4: COMMUNITY-REFERENCED EDUCATION

A constant theme of this implementation plan has been the expansion of services available to special needs students. This expansion need not be confined to public education. Community agencies already play an active role in serving the handicapped and should be included in any planning to serve disadvantaged and low-achieving students. There is also a need to provide teachers with information concerning community programs.

Educational outcomes for special needs students should reflect the needs of the community and the demands the "real world" will make on students making the transition into it. Having parent, business, and community representation on the District Transition Committee will help ensure that programs for special needs students reflect the realities of the workplace as well as higher education.

COMMUNITY-BASED INSTRUCTION

Objective 4.1: *Procedures have been developed which support the inclusion of community representatives in program planning for special needs students.*

Transition education emphasizes community-based instruction in addition to classroom instruction. Providing training in natural work settings can be especially profitable for students who have experienced years of failure and frustration within classroom structures. Representatives of the community should be included in planning whenever possible. They should be able to help design educational experiences which reflect vocational realities. In

addition, they can be used to help create networks between schools and the community. These networks could provide teachers with community members willing to present in their classes and establish job training sites in the community. Having opportunities to practice in real situations will augment the teams' efforts to provide a functional curriculum for special needs students.

SELF-ADVOCACY TRAINING

Objective 4.2: *Procedures are utilized that allow students and parents to become involved in accessing resources that exist in the community.*

An advocacy role has been suggested for the case manager and, it is hoped, for all educators working with handicapped and disadvantaged students. It is naive to suggest, however, that attitudes will shift to such a degree that all barriers to successful transition will be lifted. Independent, self-directed behavior is a desirable outcome for students entering adulthood and one that will assist them as much as any other skill in adjusting to life after high school. An idea supported by the committee is self-advocacy training as a part of transition training for special needs students and their parents. Self-advocacy training means teaching students to support their own cause in ways that foster

acceptance and respect in the world of work. It also means training parents to effectively work with professionals in education and human service agencies. Such training might consist of the following topics:

- *Self-appraisal*
- *Self-esteem*
- *Goal-setting*
- *Participation in IEP/SEP meetings*
- *Negotiation skills*
- *Occupational social skills*
- *Assertiveness skills*
- *Knowledge of community services*

AREA #5: PROGRAM DEVELOPMENT

Current Status

Current instructional practices do not address the full range of needs regarding the preparation for transition from school to work.

Desired Outcome

A full range of instructional practices and programs to support the preparation for transition from school to work are being provided.

PROPOSAL #5: THE CONTINUUM OF TRANSITION SERVICES

The suggestion has been made previously in this document that high school courses must be attractive and beneficial to a wider spectrum of students. It follows that a wider spectrum of courses and instructional strategies must also be available. A Continuum of Transition Services (refer to Fig. 13) is recommended as a guide to the identification, development, and coordination of these services. This stair-step model is used to depict the availability of services at various levels. It is based on the existence of a community-referenced curriculum that offers occupationally relevant skills and information. This should be available at all steps in the continuum with the major difference being the amount of support available to make students successful. For example, a special needs student might be failing and/or not attending an English course which covers core curriculum standards in writing. The skills emphasized in the class are those necessary for transition into higher education. The Transition Planning Team would first make a determination if the curriculum in the current placement is appropriate (relevant) to the special needs student's transition. If not, an attempt could be made to cooperate across departments to modify the curriculum and/or instruction. Perhaps a teacher from another department who has expertise in learning strategies could be used to

help students benefit more from core content classes. Another option would be to locate a placement in which instruction is available in the language skills (including writing) necessary to function in the largely technological and service-oriented workplaces of the future. This placement might involve another discipline offering a resource-style "transition class," developed to orient students to transition issues, career exploration, job try-outs, and specific skill training. At a still lower step, another agency might be involved in providing a work study program. The continuum would be used as a guide to either amending the current placement to more closely match student needs or to finding an alternative placement which does match them while at the same time making the student minimally dependent on specialized support services. The point to remember is that the "skill category" has not necessarily changed for the special needs student. He or she still needs those critical language skills to make a successful transition. The differences are the specific outcomes expected of the student (writing coherent memos rather than character sketches) and the environment in which skills are learned. If the curriculum is modified and aligned, then similar "basic" skills will be taught, using differentiated techniques, in several settings.

CURRICULUM MODIFICATION

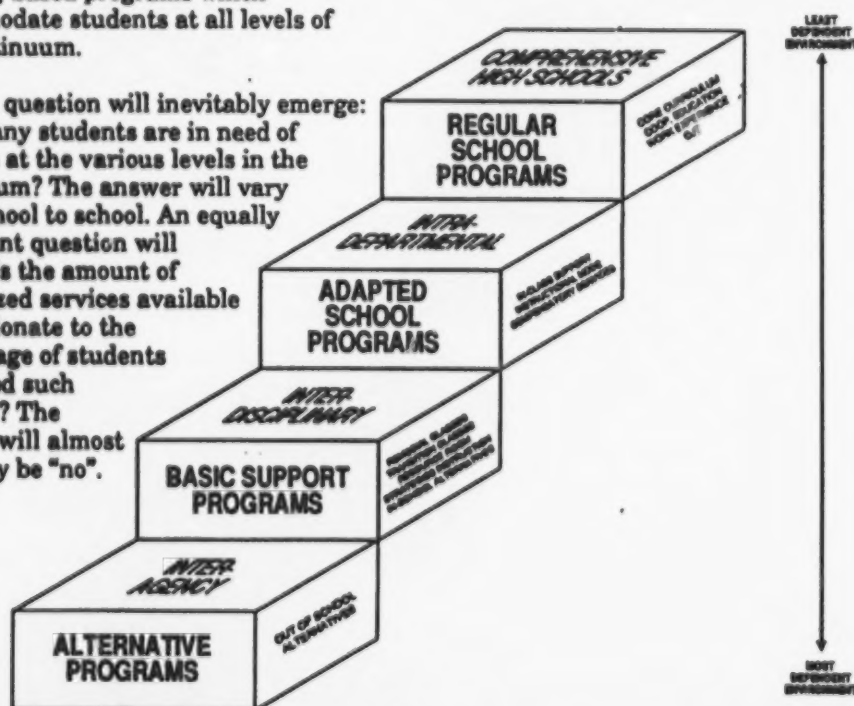
Objective 5.1: *The number of courses that include occupationally-oriented goals and objectives is commensurate with the number of students in need of such courses.*

Each level in the Continuum of Transition Services varies according to two factors: 1) the degree of cooperation required, and 2) the student's degree of dependence on a support system. If transition outcomes appropriate to a special needs student are not being achieved in the regular program, the first level of service would be to attempt to adapt curriculum in the regular program. The second level of service would be to locate an appropriately adapted curriculum. Students who do not benefit from these levels of service then become eligible for alternative programs. A student's mobility within the continuum will depend on the availability of specific programs at each level and the student's own dependence on a support system. It should be the intention of all educators to keep the student in the "least dependent environment" appropriate to his or her needs. It should also be the intention of all educators to develop specific building-based programs which accommodate students at all levels of the continuum.

The question will inevitably emerge: How many students are in need of services at the various levels in the continuum? The answer will vary from school to school. An equally important question will follow: Is the amount of specialized services available proportionate to the percentage of students who need such services? The answer will almost certainly be "no".

It should then become the responsibility of all educators to participate in making the modifications necessary to create a favorable balance between student need and appropriate curriculum. Meeting this objective will improve the decision-making capabilities of Student Services Committees and Transition Planning Teams. They will be able to make a determination not only of student needs but also of "system" needs. For example, the failure of a special needs student in a course deemed appropriate for his or her transition needs would lead the team on a diagnostic search for the student's problem. The ultimate goal would be to "fix" the student. But, if a student fails because an appropriate course is not available, then it is the system that should receive the scrutiny and it is the system that should be "fixed."

Figure 13
CONTINUUM OF TRANSITION SERVICES



INSTRUCTIONAL MODIFICATION

Objective 5.2: Teachers regularly receive training, recognition, and reinforcement in the use of instructional techniques that have proven effectiveness.

Elaborate administrative arrangements and multiple placements for students do little good if instructional techniques which are effective with special needs learners are not identified and used. It is *not* the intent of this report to include a detailed description of all promising teaching methodologies. Textbooks and professional journals are full of them. It is the intent to focus on the problem and suggest that a major task of the District Transition

Committee and concerned administrators and teachers will be the design and implementation of teaching techniques that engage a larger segment of the school population. This is not to suggest that such techniques are absent from the district. The committee is confident that they are present but probably less visible than they should be. Meeting this objective should be less a matter of invention than recognition.

INITIATION OF NEW PROGRAMS

Objective 5.3: Funding patterns are maintained or modified to provide ample resources for development and initiation of new special needs programs.

A continuum of services has been suggested to provide a broader range of placement options for special needs students. Furnishing this continuum will necessitate creating new programs. This will take commitment, imagination, and money. The committee expects commitment to grow. Imagination is already abundant. Money is a different matter. The proposals made thus far are considered valuable. They are worth spending money on and should not be dismissed automatically as excessively costly. Many of them could be accomplished within the already established framework of personnel and program development. Others would require at least seed money and, ideally, a healthy investment of funds if new programs are to meet their potential. The sources of such funds have been considered:

- Categories of funds within the State Supported Minimum School Program such as Adult High School Education
- Completion funds, Special Purpose
- Optional Programs funds, Special Needs Funds, At-Risk Funds, Vocational and Technical Education funds, voted leeway revenue, and Outcome-Based Education Program funds.
- Funds used by various agencies such as Division of Rehabilitation Services, Division of Services to the Handicapped, and The Job Training Partnership Act.
- Funds available for vocational assessment and training for handicapped and disadvantaged through the Carl Perkins Vocational Education Act.
- Extramural funds available through grants from the state and federal governments.

Evaluation of Master Plan Implementation

The Evaluation Model

The choice of an evaluation model is affected by the type of activities and the setting in which the activities will occur. The setting in Salt Lake District in regard to transition issues can be characterized as "neomobilistic" (Stufflebeam, et.al., 1971). It is described as follows:

"Neomobilistic decision making denotes innovative activity for inventing, testing, and diffusing new solutions to significant problems. Such change is supported by little theory or extant knowledge. Nevertheless, the change is large, often because of great opportunities....or because of critical conditions....Evaluation systems to support neomobilistic decision making are usually ad hoc, nonrigorous investigations in the early stages of the change effort....However, in later stages of the neomobilistic change effort, rigor becomes the "sine qua non." (p. 69)

Transition is a new educational term; until recently, most of the programming efforts have been made with severely handicapped populations. Application of the principle to special needs students is in an early stage. The dilemma for the district, then, is realizing that a major problem exists but not having the research or experiential foundation to address it comprehensively. The implementation process envisioned by the Master Plan Committee is largely developmental. Rather than instituting a "packaged" program, the district will be continually experimenting. Frequent decision-making will occur at every step along the way. A evaluation model would not be complete enough for such a dynamic process. An evaluation model is needed that will allow formative feedback to flow to various committees and teams during all phases of implementation. This means assigning a broader role to evaluation than merely judging the worth of the project. Daniel Stufflebeam and his colleagues have developed a

model of program evaluation which identifies the context, input, process and product (CIPP) of a number of evaluation questions. The evaluation will be used to furnish information that will aid in decision making. Since this is the basis for Stufflebeam's CIPP model of evaluation, it has been used as the framework for the evaluation. To Stufflebeam, educational evaluation is "the process of delineating, obtaining, and providing useful information for judging decision alternatives"

(Stufflebeam, et.al., 1971, p. 40). It is an ongoing, cyclical process in which decision making leads to program activities that are evaluated and that allow additional decisions.

The CIPP model has been applied to each step in the service delivery process since each step requires the four types of decisions identified by Stufflebeam: planning, structuring, implementing, and recycling.

1. **Planning decisions** - used to set goals and objectives
2. **Structuring decisions** - used to establish activities for meeting goals and objectives.
3. **Implementing decisions** - used to implement the activities.
4. **Recycling decisions** - used to continue, terminate, or modify activities.

Many of these decisions will be made concurrently. For each type of decision there will be a corresponding type of evaluation. Each decision will require an evaluator to delineate, obtain, and provide information that will be used to drive the next round of decision-making and activities. The process is illustrated, step by step, in Figures 14-19. The format is similar to the Activity Paths; the Decision Routes show the decisions that underlie the implementation activities. In the top half of each illustration, the decisions are shown. Planning, structuring, and recycling are made at the district level with input from the school level as needed.

Implementing decisions are made at the school and individual levels with input from district personnel as needed. In the bottom half, evaluations are shown which correspond to the decisions. Each type of evaluation requires an evaluator to delineate, obtain, and provide information to the appropriate decision making body. Suggestions of what kind of information is needed and how to collect it are made in the figures. Each step in the service delivery process calls for unique decisions and, therefore, unique evaluations. What follows is a description of the individual steps in the model.

Figure 14
IDENTIFICATION AND REFERRAL

Evaluation Decision Guide	Planning	Structuring	Implementing	Recycling
District Level	Determine identification criteria	Develop identification process		Continue, modify, or refocus process
School Level			Determine if process is being used effectively	
Individual Level				
Evaluation Information	Context	Input	Process	Product
Defining	What are highest priority criteria?	What process should be used?	Do referral sources understand process?	Do referrals meet expectations?
Obtaining	Q-sort of criteria	Rating scale	Interview	Document analysis
Providing	Results to District transition committee	Results to District transition committee	Feedback to teams	Feedback to teams

Identification and Referral

As can be seen in Fig. 14, the first critical decision will be establishing criteria that will be used by referral sources (school personnel, parents, students) to begin the identification process. A context evaluation will be conducted to aid personnel at the district level in making this decision. The District Transition Committee (DTC) will make all the planning and structuring decisions. A sorting, prioritizing process such as Q-Sort or Nominal Group Process could be used to establish a hierarchy of criteria. This will be followed by a structuring decision to identify or develop a referral process. The evaluator would obtain information

about various techniques which could be rated by committee members.

Implementing will require an orientation and training for members of school-based Student Services Committees (SSC) which will process the referrals. Process evaluation will be based on data gathered from SSC's, perhaps through interviews, to determine their level of understanding of the referral process. Finally, referrals themselves will be checked to see if they contain the required information. Following this product evaluation, feedback will be given to both the DTC and participating SSC's.

Figure 15
ASSESSMENT

Evaluation Decision Guide				
	Planning	Structuring	Implementing	Recycling
District Level	Determine skills to be assessed	Determine the assessment resources available		Continue, modify, or refocus resources
School Level			Determine effectiveness of process	
Individual Level				
Evaluation Information	Context	Input	Process	Product
Delineating	What are the highest priority skills for special needs populations?	What resources are available?	How is the process being used?	Are transition skills being adequately assessed?
Obtaining	Survey to parents, employers, teachers	Rating of resources	Questionnaire	Analysis of assessment reports
Providing	Results, feedback to district committee and planning teams	Results, feedback to district committee and planning teams	Results, feedback to district committee and planning teams	Results, feedback to district committee and planning teams

Assessment

If the SSC determines that a student meets the criteria for special needs status, then a case manager will be assigned. The case manager will then form a Transition Planning Team (TPT) which becomes responsible for program planning. In-depth assessment is the first step the TPT takes.

Model implementation requires that district personnel make planning and structuring decisions in order to establish what the assessment process should look like. The evaluator will facilitate gathering of information to determine what skills should be assessed and what process for assessing should be used, including names of test batteries. The implementing decision

for this step will focus on effective use of the process. Whenever the model appears to require the services of additional personnel or to add significantly to the workload of existing personnel, the current resources must be evaluated. The main purpose of this process evaluation will be to determine if resources and/or personnel are already available to perform this function. This information could be obtained through questionnaire or interview. The product evaluation for the assessment step will focus on an analysis of reports of assessment findings, either written or presented orally at team meetings. The adequacy of these reports will be judged with feedback going both to school-level and district-level teams.

Developing The IEP/SEP

Both the IEP and SEP have the potential of being used to document appropriate individualized transition planning. The first decision to be made at the district level will be to determine the adequacy of current IEP and SEP documents for this purpose. A second decision will be to decide which goals and objectives pertain specifically to transition. This information could be obtained by including items in the survey mentioned in the assessment

section. The documents themselves are representative of the program planning process. The process evaluation for this step will concentrate on the training needed so that school personnel can effectively produce useful transition-referenced IEP's and SEP's. Finally, individual teacher performance will have to be examined for a product evaluation, primarily to determine if the services outlined on the planning documents are being realized.

Figure 16
DEVELOPING THE IEP/SEP

Evaluation Decision Guide		Planning	Structuring	Implementing	Recycling
District Level		Determine adequacy of current documents	Create bank of transition goals and objectives	Train teams to develop planning documents that reflect transition	Continue, modify, or refocus planning documents
School Level					
Individual Level					
Evaluation Information		Context	Input	Process	Product
Delineating		Are documents suitable for transition planning?	What are the goals and objectives of transition programming?	What training is needed?	Do documents lead to program modifications?
Obtaining		Document analysis	Survey	Needs assessment	Performance rating
Providing		Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams

Figure 17
PLAN IMPLEMENTATION

Evaluation Decision Guide		Planning	Structuring	Implementing	Recycling
District Level		Analyze current transition programs and resources	Determine system for coordinating programs/resources	Coordinate new and existing transition programs	Continue, modify or refocus system
School Level					
Individual Level					
Evaluation Information					
		Context	Input	Process	Product
Delineating		What needed resources and programs are available?	What are coordination alternatives?	Is system understood?	How satisfactory is resource allocation and coordination
Obtaining		Questionnaire inventory	Rating of alternatives	Questionnaire	Rating Scale
Providing		Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams

Plan Implementation

This step entails ensuring that individualized needs identified thus far are translated into a plan of action. The keys to this step are coordination and allocation of resources. The planning decision will be to decide the sufficiency of resources currently available. Can specialized training be accommodated? Can course modifications be made? Can community agency services be coordinated? A questionnaire and/or inventory of available resources appears to be the best means of obtaining this

information. Once the parameters are known, the structuring decision will be to design a strategy for meeting the needs. The alternatives could be identified at the district level and an evaluation done to rank them. The implementing decision will be to see if the process is understood by those at the local and individual levels. Finally, a product evaluation will be done to rate the suitability of resource allocation and coordination to aid in a recycling decision for this step.

Placement

Once it is determined how services are to be provided, it is necessary to actually provide them. In some instances, existing programs and courses will meet certain students' needs. In others, programs and/or courses will need to be developed and/or modified. A placement context evaluation will be done to identify exemplary programs and gaps in the service delivery continuum. A needs

assessment could be used to make a structuring decision regarding training and program development needs. The emphasis will then be on personnel and program development with the implementing decision being based on the adequacy of training and creative solutions to local problems. Later in this step, parents and students can be surveyed for attitudes toward adequacy of placements.

Figure 18
PLACEMENT

Evaluation Decision Guide	Planning	Structuring	Implementing	Recycling
	District Level Identify placements that meet transition needs	Determine training and modifications necessary		Determine adequacy of placements
	School Level		Conduct training and make modifications in programs	
	Individual Level			
Evaluation Information	Context	Input	Process	Product
Delineating	What are transition options?	What are teacher perceptions?	What are teacher attitudes and practices?	What are parent/student attitudes?
Obtaining	Survey	Needs assessment	Number of workshops Workshop evaluations	Survey
Providing	Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams	Results and feedback to district committee and planning teams

Figure 19
EVALUATION AND FOLLOW-UP

Evaluation Decision Guide		Planning	Structuring	Implementing	Recycling
District Level	Determine suitability of program objectives	Determine role acquisition	Determine level of commitment shown to transition programming	Determine benefits to students	
School Level					
Individual Level					
Evaluation Information	Context	Input		Process	Product
Delineating	How has program been received?	How are individuals participating?	How have programs been altered?	What gains have students made?	
Obtaining	Focused interviews	Teacher perceptions Training attendance Changes in organizational structure	Observation Content analysis of courses, lesson plans	Student evaluations Parent evaluations Placement results Dropout rate/reasons	
Providing	Evaluation report to District Committee and Board	Evaluation report to District Committee and Board	Evaluation report to District Committee and Board	Evaluation report to District Committee and Board	

Evaluation and Follow-Up

In this step of the evaluation, district planners will examine the suitability of program goals and objectives; participation of individuals within various role categories; actual

commitment to the program based on program alterations and improvements; and direct benefits to students based on dropout rate, GPA, test scores, and post-school follow-up.

Summary

An attempt has been made to employ Stufflebeam's CIPP model in the implementation of a large-scale secondary transition program for special needs students in the Salt Lake City School District. The role of the evaluator in this effort is to actively facilitate the decision-making process in an elaborate, multi-step process. A separate CIPP evaluation is applied at each step because each step has unique and distinct goals, activities, and products. The entire evaluation is meant to support a developmental process in which the emphasis is not so much on specific innovations as it is on

developing broad-based support for the transition concept and the local development of specific forms of implementation. The process, and the evaluation as part of the process should encourage local experimentation to develop variants of implementation. The evaluation, at least during initial implementation, should be used to provide data feedback and other forms of support rather than to judge success or failure. Since evaluation is built into the service delivery model, successful adoption will automatically mean ongoing appraisal of effectiveness.

References

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Additional material from a variety of state and local model programs. Material is included from the following states: Arizona, California, Colorado, Hawaii, Illinois, Kansas, Maryland, Missouri, North Dakota and Washington.

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APPENDIX C
INSTRUCTIONAL VIDEOTAPE